ภาษาไทย

Thai

Language Guide

July 2015
Thai 1.2
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Thai
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

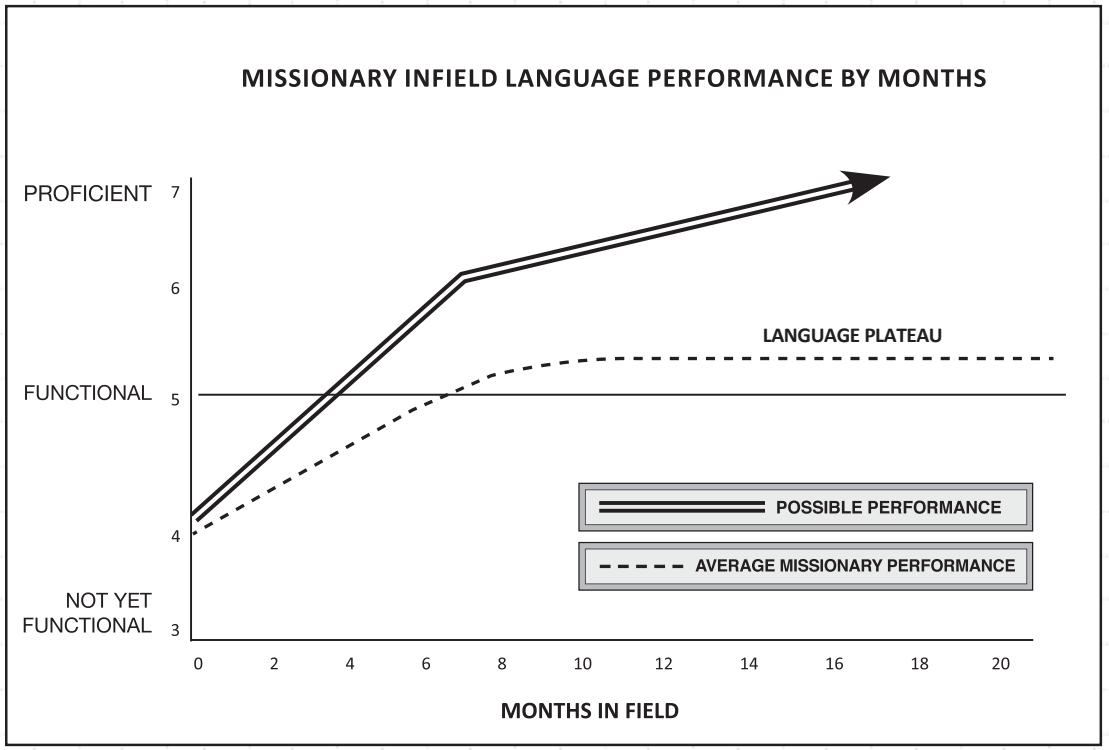
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



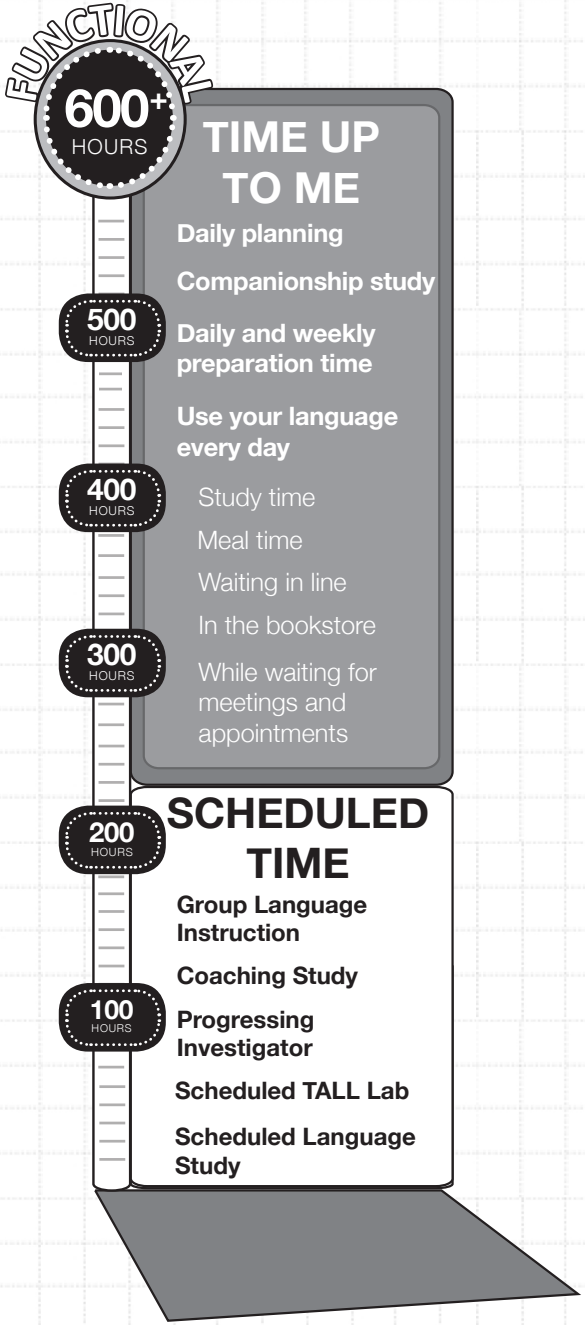
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

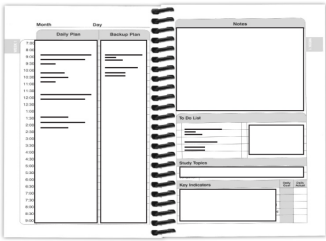
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [HOW]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?

[WHEN]

Month January Day 15 Tuesday

	Daily Plan	Backup Plan
7:00	Breakfast/add. study	SYL
8:00	Progressing Inv.	Listen for words & look them up
9:00	Fundamental - Bible of Holy Ghost	
9:30		
10:00		
10:30	Coaching Missionary Sr.	Error correction & suggestions
11:00	Personal Study	
11:30		
12:00	Lunch SYL	
12:30		
1:00	Language Study	
1:30		
2:00	Class ~ Comp. Study	Practice for TRC (grammar correction)
2:30		
3:00	TRC - Restoration	
3:30		Use what I studied
4:00	Coach. Missionary Study	
4:30		
5:00	Dinner [memorize while in line]	
5:30		
6:00	Gym	
6:30		
7:00		
7:30	TALL - MTC core grammar	
8:00		
8:30	Additional Study	Comp. language quiz
9:00	Daily Planning	Eval. goals, plan language for tomorrow

WEEK 3

Notes

New Words
Molitva
Bog
Vjera

WEEK 3

To Do List

- Correct 20+ Errors
- Memorize: 1 Scripture, 15 words, & 6 phrases

Study Topics

Personal	
Companion	

Key Indicators		Daily Goal	Daily Actual
Lessons taught to investigators with a member present			
Other lessons taught			
Referrals	Received		
	Contacted		
New investigators			

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

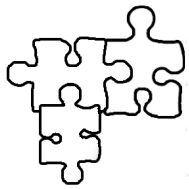
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

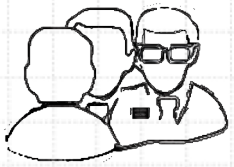


STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

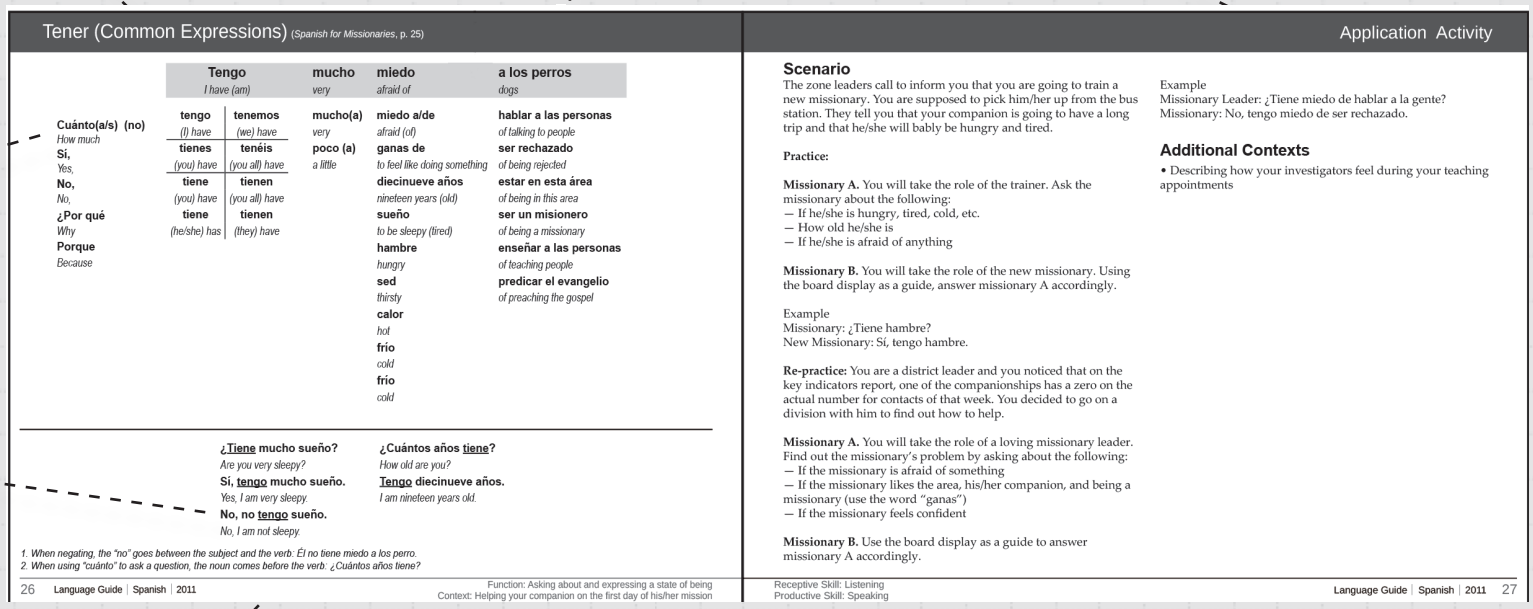
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication.

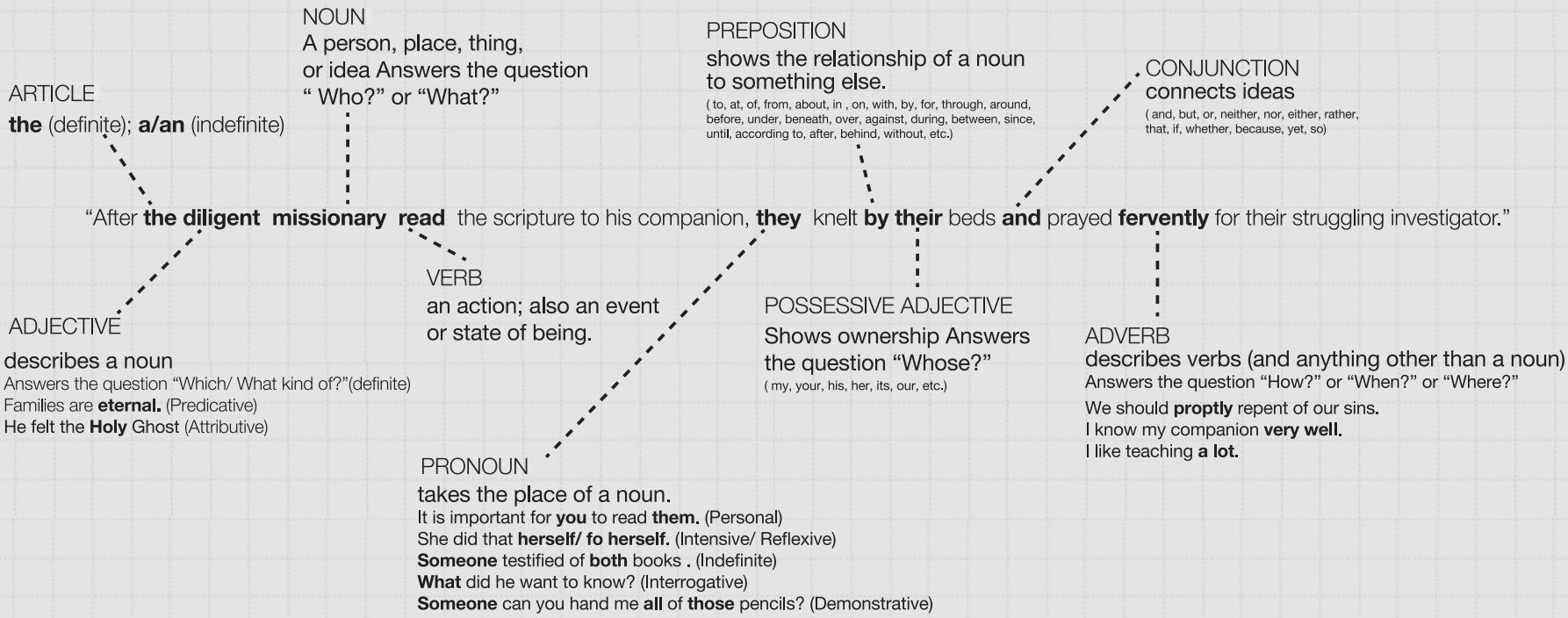
The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.

ENGLISH GRAMMAR TERMS



INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Review

Vocabulary: Review the following vocabulary from today's lesson.

Nouns	
khun	*you*
Phŏm	*I/me (masculine)*
Sídtêə	*I/me (feminine)*
Eldêə	*Elder*
raw	*us/we*
kháw	*he/she*
pràthêed thay	*Thailand*
rád ____	*the state _____*
phûusɔ̆ɔnsàadsanăa	*missionary*
khûu	*companion*
tuathɛɛn	*representative*
phráyeesuukhríd	*Jesus Christ*

Verbs	
chx̂x	*to be named*
maa	*to come*
pay	*to go*
pen	*to be*

Question Words	
máy	*yes or no?*
khray	*who?*
thîi năy	*which place? (where?)*
aray	*what?*

Helping Verbs	
cà	*will*

Adjectives (Static Verbs)	
sabaay dii	*to be well*

Prepositions	
càag	*from*
khɔ̆ɔŋ	*of*

Additional Phrases	
pen yàaŋray bâaŋ?	*How are things going?*
khɔ̀ɔb khun	*thank you*
khɔ̆ɔ thôod	*sorry*
chôog dii	*good luck*

Grammar:

- Get to know everyone in your district, and then practice introducing your companion to another person.
-Practice getting to know your investigator at the door, trying to build a relationship of trust.
-Write down more sentences that you want to use to get to know someone, then find out how to incorporate them each day.

<table>
<tr><th colspan="3">Greeting</th></tr>
<tr><td colspan="2">Sawàd dii
Hello</td><td rowspan="5">kháb/khâa
(m/f)
(Polite Word)</td></tr>
<tr><td>Khun
You (same age)</td><td>sabaay dii máy
are doing good?</td></tr>
<tr><td rowspan="2">Phŏm/Sìdtêə
I (m/f)</td><td>sabaay dii
good
mây sabaay
not good</td></tr>
<tr><td colspan="2">lɛ́ɛw khun lá
And how are you?</td></tr>
<tr><td colspan="2">yindii thîi dây rúucàg
I'm pleased that I met you</td></tr>
<tr><td colspan="2">chôog dii
good luck (goodbye)</td></tr>
</table>

<table>
<tr><th colspan="4">Names</th></tr>
<tr><td>Khun
You (same age)</td><td rowspan="2">chx̂x
named</td><td>aray?
what?</td><td rowspan="2">kháb/khâa
(m/f)
(Polite Word)</td></tr>
<tr><td>Phŏm/Sìdtêə
I (m/f)</td><td>Eldêə (name)
Elder (name)
Sìdtêə (name)
Sister (name)</td></tr>
</table>

Subject	Verb	Place	Polite Word
Khun *You (same age)*	**maa càag** *to come from* **cà pay** *will go*	**thîinăy** *where?* **rád Utah** *Utah* **pràthêed thay** *Thailand*	**kháb/khâa** *(m/f)*
Phŏm/Sìdtêə *I (m/f)*			

Subject	"To Be"	Object	Polite Word
Khun *you*	**pen** *is/am*	**khray?** *who?*	**kháb/khâa** *(m/f)*
Phŏm/Sìdtêə *I (m/f)*		**phûusɔ̌ɔnsàadsanăa** *missionary*	
Kháw *He/she*		**khûu khɔ̌ɔŋ Phŏm/Sìdtêə** *companion of me (m/f)*	
Raw *We*		**tuathɛɛn khɔ̌ɔŋ phráyeesuukhríd** *representative(s) of Jesus Christ*	

Preparation

Vocabulary (30 minutes): Familiarize yourself with the following vocabulary in preparation for in-class instruction

Nouns	
phráphûupencâw	*God*
phráyeesuukhríd	*Jesus Christ*
phûusɔ̌ɔnsàadsanăa	*missionary/-ies*
khrɔ̂ɔbkhrua	*family*
khûu	*companion*
phrábidaa bon sawăan	*Heavenly Father*
phrákhamphii mɔɔmɔ̂ɔn	*The Book of Mormon*
sàadsadaa phayaakɔɔn	*prophet*
phráwinyaan bɔɔrisùd	*Holy Ghost*
phrábùd	*Son (royal)*
lûug	*child/children*
phrákìdtìkhun	*the gospel*
khwaamciŋ	*truth*
phrá?oŋ	*Him (royal)*
khwaamsùg	*happiness*
kaanhây?aphay	*forgiveness*
săntìsùg	*peace*
khwaampiitì	*joy*
tuathɛɛn	*representative*

Verbs	
pen	*to be (roles/titles)*
sɔ̌ɔn	*to teach*
nam	*to lead*
rág	*to love*
mii	*to have*
dây	*to receive/obtain*
yàag	*to want*
tɔ̂ɔŋkaan	*to want/need*

Question Words	
khray	*who?*
aray	*what?*
máy	*yes/no?*

Prepositions	
khɔ̌ɔŋ	*of (possessive)*

Name of the Church
sàadsanacàg khɔ̌ɔŋ phráyeesuukhríd hɛ̀ɛŋ wísùdthíchon yúg sùdtháay

Review

- With your companion, prepare to teach your progressing investigator about the importance of your message using the vocabulary and grammar you learned today.
- Using your *TALL Vocabulary and Phrases* book, look up new vocabulary that you can incorporate into your overview and write at least 3 new sentences that you can use with your progressing investigator.
- Practice giving simple overviews to the members in your district.

Optional Study

- Learn more about possessive phrases that use "**khɔ̌ɔŋ"** by studying page 34 of this book.
- Read "How to Begin Teaching" on page 176 of *Preach My Gospel*

Subject	"To Be"	Object
raw *We* **phŏm/sìdtêə** *I (m/f)*	**pen** *is/am/are*	**phûusɔ̌ɔnsàadsanăa** *missionary(-ies)* **tuathɛɛn** *representative(s)*

Possessive Phrase		
Noun	**of**	**Noun**
khrɔ̂ɔbkhrua *family* **khûu** *companion*	**khɔ̌ɔŋ** *of*	**raw** *we/us* **khun** *you*

Subject	"To Be"	Object		
		khray *who?*		
phráphûupencâw *God* **phráyeesuukhríd** *Jesus Christ* **raw** *We* **khun** *you* **Phîi ____** *(your investigator)*	**pen** *is/am/are* *(titles/roles)*	**phrábidaa bon sawăan** *Heavenly Father*	**khɔ̌ɔŋ** *of*	**khun** *you* **raw** *us* **phŏm/sìdtêə** *I (m/f)*
		phrábùd *Son (royal)* **tuathɛɛn** *representative(s)* **lûug** *child/children*	**khɔ̌ɔŋ** *of*	**phráphûupencâw** *God* **phrá?oŋ** *Him/His (royal)*

Subject	Verb	Object
phrákhamphii mɔɔmɔ̂ɔn *Book of Mormon* **phráyeesuukhríd** *Jesus Christ* **phráphûupencâw** *God* **sàadsadaa phayaakɔɔn** *Prophet* **phráwinyaan bɔɔrísùd** *Holy Ghost*	**sɔ̌ɔn** *teaches* **nam** *leads* **rág** *loves*	**aray** *what?* **phrákìdtìkhun** *the gospel* **raw** *us* **khun** *you* **khwaamciŋ** *the truth*

Subject	Verb	Object	Q.W.
khun *you* **khrɔ̂ɔbkhrua khɔ̌ɔŋ khun** *your family* **raw** *us*	**mii** *to have* **yàag dây** *to want to receive* **tɔ̂ɔŋkaan** *to need*	**khwaamsùg** *happiness* **kaanhây?aphay** *forgiveness* **săntìsùg** *peace* **khwaampiitì** *joy*	**máy kh.?** *yes/no?*

Preparation

Vocabulary (30 minutes): Familiarize yourself with the following vocabulary in preparation for in-class instruction

Nouns	
Phrábidaa	*Father (royal)*
sawăan	*heaven*
phrá?oŋ	*Thee/Him (royal)*
khâa phrá?oŋ	*I/Me (royal)*
phûag khâa phrá?oŋ	*We/Us (royal)*
khrɔ̂bkhrua	*family*
ookàad	*the opportunity*
kaanplɔ̀byoon	*comfort*
kaannamthaaŋ	*guidance*
phɔɔn	*a blessing*
khɔ̌ɔŋ prathaan	*a gift (royal)*
phaasăa	*language*
phaasăa thay	*the Thai language*
amnâad	*power*
cay	*heart*
bàbtìdsamaa	*baptism*
phránaam	*name (royal)*
kaansùadɔ̂ɔnwɔɔn	*prayer*

Verbs	
khɔ̌ɔ	*to request/ask for*
khɔ̀ɔb phráthay	*to thank (royal)*
hây	*to cause*
chûay	*to help*
rian	*to learn*
sɔ̌ɔn	*to teach*
prathaan	*to give (royal)*
rúusɔ̀g	*to feel*
phûud	*to speak*
dâyráb/ ráb	*to receive*
pràadthanăa	*to desire*
plìan	*to change*
triam	*to prepare*
sùadɔ̂ɔnwɔɔn	*to pray*

Adverbs	
pròod	*please*
soŋ	*(makes normal verbs royal)*
dûay	*with (in adverbial phrases)*
thîi cà	*in order to*

Prepositions	
bon	*on*
sămràb	*for*
nay	*in*
càag	*from*
khɔ̌ɔŋ	*of (possessive)*
hɛ̀ɛŋ	*of (distributive)*

Review

- Pray at least two times daily entirely in your mission language.
- With your companion, prepare to share prayer with your progressing investigator using the phrases you learned today.
- Using your *TALL Vocabulary and Phrases* book, look up new vocabulary that you can incorporate into your prayers and write at least 3 new sentences. Practice using these sentences in your personal and companionship prayers.

Optional Study

- Read "Pray To Know The Truth Through the Holy Ghost" and the Prayer Box on page 39 of *Preach My Gospel*.
- Read "Pray with Faith" on pages 93-95 of *Preach My Gospel*
- Aditional Scriptures: John 15:16, 1 Nephi 18:3, Alma 37:36-37, and Alma 31: 26-35

Open
Phrábidaa bon sawăan *Heavenly Father*

We Thank Thee				
(Phûag) khâaphrá?oŋ *(We)/I*	**khɔ̌ɔ** *request*	**khɔ̀ɔb phráthay** *to thank*	**phrá?oŋ** *Thee*	**sămràb** *for*
khrɔ̂ɔbkhrua khɔ̌ɔŋ (phûag) khâaphrá?oŋ *my/(our) family* **khûu khɔ̌ɔŋ khâaphrá?oŋ** *my companion* **Phîi _____** *(Investigator's name)*			**ookàad pen phûusɔ̌ɔnsàadsanăa** *the opportunity to be a missionary* **kaanplɔ̀ɔbyoon càag phrá?oŋ** *comfort from Thee* **kaannamthaaŋ khɔ̌ɔŋ phráwinyaan bɔɔrísùd** *the guidance of the Holy Spirit*	

We Ask Thee						
(Phûag) khâaphrá?oŋ *(We)/I*	**khɔ̌ɔ** *request*	**hây** *to cause*	**phrá?oŋ** *Thee*	**pròod** *please*	**soŋ chûay** *to help (royal)*	**(phûag) khâaphrá?oŋ** *(us)/me* **Phîi _____** *Investigator's name*
rian phaasăa thay *learn Thai* **ráb khɔ̌ɔŋ prathaan hɛ̀ɛŋ kaanphûud phaasăa** *receive the Gift of Tongues* **rúusx̀g phráwinyaan bɔɔrísùd** *feel the Holy Ghost*					**sɔ̌ɔn dûay amnâad khɔ̌ɔŋ phrá?oŋ** *teach with Thy power* **pràadthanăa thîi cà plìan cay** *desire to change heart (desire a change of heart)* **triam ráb bàbtìdsamaa** *prepare to receive baptism*	

Close
nay phránaam khɔ̌ɔŋ phráyeesuukhríd, amen. *in the name of Jesus Christ, amen.*

Preparation

Vocabulary (30 minutes): Familiarize yourself with the following vocabulary in preparation for in-class instruction

Nouns	
phayaan	*a witness*
cay	*heart*
khwaampràadthanăa	*desire*
bàab	*sin(s)*
khwaamsùg	*happiness*
săntìsùg	*peace*
khwaampiitì	*joy*
kaannamthaaŋ	*guidance*
khwaamyâaglambàag	*trial(s)/hardship(s)*

Adjectives (Stative Verbs)	
dii phrɔ́ɔm	*perfect*
khêmkhĕŋ	*strong (morally/spiritually)*
bɔɔrísùd	*pure*
temcay	*willing*
ciŋcay	*sincere*
thɛ́ɛ ciŋ	*true*

Verbs	
chx̂a	*to believe*
rúu	*to know*
pen phayaan	*to be a witness (to testify)*
tɔ̂ɔŋkaan	*to want/need a [noun]*
tɔ̂ɔŋ	*must/needs to [verb]*
yàag dây	*to want to receive a [noun]*
yàag	*to want to [verb]*
rúucàg	*to be familiar with*
rúusx̀g	*to feel*
dâyráb	*to receive*
aw chaná	*to overcome*
hây?aphay	*to forgive*
chódcháy	*to atone for*
hây	*to cause*
mii	*to have/possess*
?uthíd	*to consecrate*

Adverbs	
dooy phàan	*through*

Helping Verbs	
dây	*can*

Conjunctions	
lɛ́	*and*
wâa	*the following (that)*

Pronouns	
thîi	*that (relative pronoun)*

Review

-Testify to at least 3 different missionaries daily, and practice using new vocabulary that you learn each day, have your companion translate what you are bearing testimony of.

- Using your *TALL Vocabulary and Phrases* book, look up new vocabulary that you can incorporate into your testimony and write at least 3 new sentences. Practice using these sentences in your daily practice and with your investigator.

Optional Study

- Learn more about using adjectives and the word "**wâa**" correctly by studying pages 38 & 40 of this book.
- Read pages 198-199 in *Preach My Gospel*
- Complete the Personal Study Activity Box on page 199 of *Preach My Gospel*
- Read Alma 5:43-48

Testifying Phrase			
Subject	**To Know**	**(Question)**	**The following:**
phŏm *I (m)* **Sìdtêə** *I (f)* **khun** *you* **raw** *we*	**chx̂a** *to believe* **rúu** *to know* **pen phayaan** *to testify*	**(máy)** *(yes or no?)*	**wâa** *the following*

Noun	Adjective (Stative Verb)
phráyeesuukhríd *Jesus Christ* **phráphûupencâw** *God*	**dii phrɔ́ɔm** *(is) perfect* **khêmkhĕŋ** *(is) strong* **bɔɔrísùd** *(is) pure*

Noun	To Want/Need	Noun
phráyeesuukhríd *Jesus Christ* **phráphûupencâw** *God*	**tôɔŋkaan** *to want/need* **yàag dây** *to want to receive*	**khwaamkhawróp** *reverence* **khwaamrág** *love*
	To Want/Need	**Verb Phrase**
	tôɔŋ *must/needs to* **yàag** *wants*	**chódcháy bàab khɔ̆ɔŋ raw** *atone for our sins* **hây raw mii khwaamsùg** *to cause us to have happiness* **hây?aphay raw** *to forgive us*

Adverb Phrase					
Through	**Noun**	**Subject**	**Verb**	**Object**	**Can**
dooy phàan *through*	**phráyeesuukhríd** *Jesus Christ* **phráwinyaan bɔɔrísùd** *the Holy Spirit*	**raw** *we*	**rúucàg** *to know* **rúusx̀g** *to feel* **dâyráb** *to receive* **aw chaná** *to overcome*	**khwaamsùg thîi thɛ́ɛ ciŋ** *happiness that (is) true* **săntìsùg lɛ́ khwaampiitì** *peace and joy* **kaannamthaaŋ** *guidance* **khwaamyâaglambàag** *trial(s)*	**dây** *can*

Preparation

Vocabulary (30 minutes): Familiarize yourself with the following vocabulary in preparation for in-class instruction

Nouns	
bòod	*church (the actual structure)*
sàadsanacàg	*church (the organization)*
èegkasăan	*pamphlet(s)*
phrábanyàd	*commandment(s)*
kaanplòdbàab	*remission of sin(s)*
khwaamrág	*love*
khwaamsùg	*happiness*
khamtɔ̀ɔb	*answer(s)*
kaannamthaaŋ	*guidance*

Verbs	
temcay	*to be willing*
cà	*will (helping verb)*
pay	*to go*
àan	*to read*
(dây)ráb	*to receive*
phób	*to meet*
thamtaam	*to follow (in action)*
rágsăa	*to keep/maintain*

Adverbs	
ìig	*again*
mx̂a	*when*
thâa	*if*
kɔ̂ɔ	*(connector word)*

Prepositions	
kàb	*with*

Review

- With your companion, identify each of the invitations you will be extending to your progressing investigator over the next 3 days. Write an invitation sentence with a "promised blessings" sentence for each invitation you plan on extending. Practice extending these commitments with your companion.
- Study the "Extending Commitments" section of your *TALL Vocabulary and Phrases* book.

Optional Study

-Read "Extend Commitment Invitations" on pages 195-196 of *Preach My Gospel*
-Read "Ask Direct Questions" on page 197 of *Preach My Gospel*
-Read "Promise People Blessings" on pages 197-198 of *Preach My Gospel*
- Aditional Scriptures: John 7:17, Alma 32:27, and Mosiah 18:10

Subject	Helping Verb	Verb Phrase	(Question)	Polite Word
khun *You* **phîi ___** *(your investigator)*	**dây** *did* **cà** *will*	**pay bòod** *go to church* **sùadɔ̂ɔnwɔɔn** *pray* **àan phrákhamphii mɔɔmɔ̂ɔn** *read the Book of Mormon* **àan èegkasăan** *read the pamphlet* **ráb bàbtìdsamaa** *be baptized* **klàbcay** *to repent* **phób kàb raw ìig** *meet with us again*	**(máy)** *yes/no?*	**kháb/khâa** *(m/f)* *(Polite Word)*

"If"	Subject #1	Verb Phrase	Subject #2	"then"	H.V.	Verb	Noun	Polite Word
mɨ̂a *When* **thâa** *If*	**khun** *You* **phîi ___** *(your investigator)* **phŏm/sìdtêə** *I (m/f)*	**ráb bàbtìdsamaa** *are baptized* **sùadɔ̂ɔnwɔɔn** *pray* **àan phrákhamphii mɔɔmɔ̂ɔn** *read the Book of Mormon* **rágsăa phrábanyàd** *keep the commandments* **pay bòod** *go to church* **cəə kàb raw ìig** *meet with us again*	**khun** *You* **phîi ___** *(your investigator)* **phŏm/sìdtêə** *I (m/f)*	**kɔ̂ɔ** *"then"*	**cà** *will*	**ráb** *receive* **mii** *have* **rúusɨ̀xg** *feel* **rúu** *know* **khâwcay** *understand*	**kaanplòdbàab** *remission of sins* **khwaamrág** *love* **khwaamsùg** *happiness* **khamtɔ̀ɔb** *an answer* **phɔɔn** *blessings* **kaannamthaaŋ** *guidance*	**kháb/khâa** *(m/f)* *(Polite Word)*

Subject	Verb	Question Word
khun *you* **phîi ___** *(your investigator)*	**rúusɨ̀xg** *feel* **rianrúu** *learn* **prasòb** *experience*	**aray** *what?* **yàaŋray** *how?*

Preparation

Vocabulary (30 minutes): Familiarize yourself with the following vocabulary in preparation for in-class instruction

Books in the Book of Mormon	
nănŋsx̆x niifay	*the book of Nephi*
nănŋsx̆x ceekhɔ̂ɔb	*the book of Jacob*
nănŋsx̆x iinád	*the book of Enos*
nănŋsx̆x ceerɔɔm	*the book of Jarom*
nănŋsx̆x ɔɔmnay	*the book of Omni*
thɔ̂ɔykham khɔ̆ɔŋ	*Words of*
mɔɔmɔ̂ɔn	*Mormon*
nănŋsx̆x moosayyaa	*the book of Mosiah*
nănŋsx̆x ɛɛlmaa	*the book of Alma*
nănŋsx̆x hiilaaman	*the book of Helaman*
nănŋsx̆x mɔɔmɔ̂ɔn	*the book of Mormon*
nănŋsx̆x iithəə	*the book of Ether*
nănŋsx̆x mooroonay	*the book of Moroni*

Numbers: See page 111 of this book for an appendix on Numbers and practice counting from one to one hundred.

Verbs	
pèəd	*to open*
àan	*to read*
sănŋkèed	*to notice*
pràyúg cháy	*to apply*
nam pay cháy	*"to take and use"*
patíbàd taam	*to act according to*
chx̂afaŋ	*to obey*
lx̂ag	*to choose*

Question Words	
yàaŋray	*how?*
thammaay	*why?*
aray	*what?*
dây máy	*can/may?*

Prepositions	
thx̆ŋ	*to/towards (shows direction)*

Nouns	
nănŋsx̆x	*book*
bòd	*chapter*
phâag	*section*
khɔ̂ɔ	*verse*
yɔ̂ɔnâa	*paragraph*
sìdsĕerii	*freedom/agency*
khwaamcampen	*necessity*
khwaamsămkhan	*importance*
chiiwíd	*life*

Adjectives (Static Verbs)	
săмkhan	*important*
níi	*this*
pracam wan	*daily*
thîi	*"that is"*

Review

- Practice using the grammar you have learned by sharing one of your favorite scriptures with your companion using the vocabulary, phrases, and grammar you learned in this task. Ask questions to check for understanding and to apply the scripture.
- With your companion, Select a scripture you will share in your next appointment with your progressing investigator. Use your *TALL Vocabulary and Phrases* book to look up any vocabulary you might need. Practice sharing that scripture with two other missionaries in your district.

Optional Study

- Read "The scriptures invite the Holy Ghost into your teaching" on page 180 of Preach My Gospel

Polite Request to Read											
"Please"	Verb	Book	Section	That's	#	Section	That's	#	To	#	Q.W.
Chûay *to help* **Khŏɔ hây** *to request to cause*	**pə̀əd** *to open* **àan** *to read*	**năŋsx̆x sɔ̆ɔŋ niifay** *the book Second Nephi*	**bòd** *chapter*	**thîi** *that's*	**săam sìb èd** *thirty one*	**khôɔ** *verse*	**thîi** *that's*	**sìb èd** *eleven*	**thx̆ŋ** *to*	**sìb sɔ̆ɔŋ** *twelve*	**dây máy** *can yes/no?*

			Descriptive Phrase	
Subject	Verb	(Q.W.)	About	Object
niifay *Nephi* **khun** *you* **phŏm/sìdtêe** *I (m/f)*	**sɔ̆ɔn** *teach* **khâwcay** *understand* **rianrúu** *learn* **săŋkèed** *notice*	**(aray)** *(what?)*	**kìawkàb** *about* **rx̂aŋ** *about*	**phráwinyaan bɔɔrísùd** *the Holy Ghost* **khwaamcampen khŏɔŋ bàptìdsamaa** *necessity of baptism* **kaanthamtaam phráyeesuukhríd** *following Jesus Christ* **khwaamsămkhan khŏɔŋ kaanklàbcay** *importance of repentance*

Subject	H.V.	Verb	Object	(Prep.)	(Place)	Question Word
khun *you* **raw** *us* **khrôɔb khrua khŏɔŋ khun** *family of you*	**cà** *will*	**pràyúg cháy** *to apply* **nam pay cháy** *to take and use* **patíbàd taam** *to act according to*	**khamsɔ̆ɔn níi** *these teachings* **khôɔ níi** *this verse* **phráyeesuukhríd** *Jesus Christ*	**nay** *in* **kàb** *with*	**chiiwíd khŏɔŋ khun** *life of you* **chiiwíd pracam wan** *daily life* **khrôɔb khrua khŏɔŋ khun** *family of you*	**yàaŋray** *how?* **thammaay** *why?*

Preparation

Vocabulary (30 minutes): Familiarize yourself with the following vocabulary in preparation for in-class instruction

Nouns	
pii	*year*
dxan	*month*
wan	*day*
cooséb samíd	*Joseph Smith*
phrákìdtìkhun	*gospel*
sàadsanacàg	*church*
phrákhamphii baybêən	*the Bible*
kaanpèədphə̌əy	*revelation*
thîi sùd	*the end*
khamtɔ̀ɔb	*answer*
khwaamciŋ	*truth*
níkaay	*sect/denomination*

Verbs	
fx́xnfuu	*to restore*
khâwrûam	*to join*
sawɛ̌ɛŋ hăa	*to seek/search for*
sx̀gsăa	*to study*
pèədphə̌əy	*to reveal*
praakòd	*to appear before*
dâyráb	*to receive*
phób	*to meet/find*

Prepositions	
nay	*in*
kìawkàb	*about*
thx̌ŋ	*to/towards (shows direction)*
tɔ̀ɔ	*to (in front of, in relation to)*
lă̌ŋ	*after/behind*
càag	*from*

Time Phrases (Adverbs)	
mx̂a [period of time] thîi lɛ̀ɛw	*"[period of time] ago"*
kɔ̀ɔn	*before*
tɔɔn rêɛg	*firstly/at first*
tɔ̀ɔ maa	*later/next*
lă̌ŋ càag nán	*"after that"*
nay thîi sùd	*"In the end"/finally*

Adjectives (Static Verbs)	
thîi	*that/that's*
thɛ́ɛ ciŋ	*true*
____ an day an nx̀ŋ	*"any one ____"*
rêɛg	*first (sequencing)*
x̀xn	*other*

Review

- Practice sharing the Joseph Smith Story to your investigator. Be ready to describe the First Vision using your own words. Do not rush through it. Bear sincere testimony that you know it is true. Do not hesitate to explaine how you came to know of its truth, how this experience has blessed your life, and how it can help them come closer to Jesus Christ.
- Using the principles you learned in this lesson and vocab. from the *TALL Missionary and Phrases* book, practice sharing with your companion a personal experience that helped your testimony grow.

Optional Study

-Read Joseph Smith-History 1:1-20
-Read "The Restoration of the Gospel of Jesus Christ through Joseph Smith" on pages 36-38 of *Preach My Gospel*
-Read "The Message of the Restoration: The Foundation of Faith"on pages 6-8 of *Preach My Gospel*
- Aditional Scriptures: James 1:5, Ephesians 4:5, and Ephesians 1:10
- Memorize James 1:5 in your mission language
-Memorize the First Vision in your mission language

Past Phrase					
When	**Amount of Time**	**Ago**	**Subject**	**Verb**	**Object**
mx̂a *When*	**sɔ̌ɔŋ rɔ́ɔy pii** *200 years*	**thîi lɛ̀ɛw** *ago*	**cooséb samíd** *Joseph Smith*	**fx́xnfuu** *restore(-d)*	**phrákìdtìkhun khɔ̌ɔŋ phráyeesuukhríd** *gospel of Jesus Christ*
	lăay pii *many years*		**phrákìdtìkhun** *the gospel*	**dâyráb** *receive(-d)*	**kaanfx́xnfuu** *restoration*

Before Phrase		Future Action			Preceding Action		
Before	**(thîi)**	**Subject**	**H.V.**	**Verb Phrase**	**Subject**	**Verb**	**Object**
kɔ̀ɔn *Before*	**(thîi)** *(that)*	**cooséb** *Joseph*	**cà** *will (would)*	**khâwrûam níkaay xx̀xn** *join other sects/denominations*	**kháw** *he*	**sawɛ̌ɛŋ hăa** *seek (sought)*	**sàadsanacàg thîi thɛ́ɛ ciŋ** *the church that (is) true*
		kháw *he*		**sùadɔ̂ɔnwɔɔn** *pray(-ed)*	**cooséb** *Joseph*	**sx̀gsăa** *study(-ied)*	**phrákhamphii baybêən** *the Bible*

Sequencing Phrase	Subject	Verb	Object	Prepositional Phrase
tɔɔn rêɛg *Firstly/at first*	**kháw** *he*	**sx̀gsăa** *study(-ied)*		**nay phrákhamphii baybêən** *in the Bible*
tɔ̀ɔ maa *Later/next*	**kháw** *he*	**sùadɔ̂ɔnwɔɔn** *pray(-ed)*		**thx̌ŋ phráphûupencâw** *to God*
lăŋ càag nán *After that*	**phráphûupencâw lɛ́ phráyeesuukhríd** *God and Jesus Christ*	**praakòd** *appear(-ed)*		**tɔ̀ɔ cooséb samíd** *to (in front of) Joseph Smith*
nay thîi sùd *In the end*	**cooséb samíd** *Joseph Smith*	**dâyráb** *receive(-d)*	**khamtɔ̀ɔb** *an answer*	**càag phráphûupencâw** *from God*

Possession (khɔ̆ɔŋ)

Subject		"to be"	Noun	Possessive Adj.	Noun		
Raw		pen	lûug	khɔ̆ɔŋ	phráphûupencâw		kh.
We		*are*	*children*	*of*	*God*		*(polite word)*
Phráphûupencâw	**(soŋ)**	**pen**	**phrábìdaa bon sawăan**	**<u>khɔ̆ɔŋ</u>**	**khray**	**(máy)**	kh.
God	*(makes*	*is/are*	*Heavenly Father*	*of*	*who*	*(yes/no?)*	*(polite word)*
Phráyeesuukhríd	*royal)*		**phráphûuchûayhâyrɔ̂ɔd**		**phráyeesuukhríd**		
Jesus Christ			*Savior*		*Jesus Christ*		
Phrákhamphii			**sŭunklaaŋ nay phɛ̆ɛn**		**phráphûupencâw**		
scriptures			*the center in plan*		*God*		
Sàadsanacàg níi			**lûug**		**phrá?oŋ**		
This church			*children*		*His (roy.)*		
Raw			**phrábùd**		**lôog**		
We			*son (roy.)*		*world*		
Khray			**phráphûusâaŋ**		**raw**		
Who			*creater*		*us*		
			sàadsanacàg				
			church				
			khamsɔ̆ɔn				
			teachings				
			phráphûuthày				
			Redeemer				

Q. Raw pen lûug <u>khɔ̆ɔŋ</u> phráphûupencâw máy kh.?
Are we God's children?
A. Raw pen lûug <u>khɔ̆ɔŋ</u> phráphûupencâw kh.
We are God's children.
A. Phráphûupencâw pen phrábìdaa bon sawăan <u>khɔ̆ɔŋ</u> raw kh.
God is our Heavenly Father.

Function: Asking about and expressing possession and ownership
Context: Teaching about God

Scenario

On your way to your first appointment of the day, you are walking down a path next to a river when you come across an old man sitting on the path fishing. You and your companion decide to squat down next to him and start talking to him. As you are talking, he reads the name Jesus Christ on your name tag and asks if you're Christian. With his question, you decided to take the opportunity to teach him about God and our relationship with him.

Practice: With your companion, practice teaching the old man about God and who he is by using this grammar principle. When you are done, switch roles and do it again.

Additional Scenario(s)

While walking to your next appointment, you see a man reading the newspaper while he is waiting for the bus. You invite him to listen to your message. His response to you is that all religions teach us to be good and that it doesn't matter what religion we belong to as long as we are doing good things.

Practice: With your companion, practice testifying to the man that you know there is a God, He is our Father in Heaven and He has a plan for us. Take turns being the missionary and practice with your companion. Once finished, switch roles and do it again.

To Be (pen, khxx, yùu)

Subject	"to be" Verb	Noun	
Raw	pen	lûug khɔ̌ɔŋ phráphûupencâw	**kh.**
We	*are*	*children of God*	*(polite word)*

Raw
We
Phráphûupencâw
God
phrábidaa bon sawăan
Heavenly Father
Phráyeesuukhríd
Jesus Christ
cùdprasŏŋ khɔ̌ɔŋ chiiwíd níi
The purpose of this life
Phɛ̌ɛn khɔ̌ɔŋ phráphûupencâw
God's plan
Phrákhamphii mɔɔmɔ̌ɔn
The Book of Mormon

pen
is (state of being, title or role)

khxx
is (explanation, definition)

yùu
is (location)

khray?
who?
lûug khɔ̌ɔŋ phráphûupencâw
children of God
phrábidaa bon sawăan khɔ̌ɔŋ raw
our Father in Heaven
?oŋ thîi diiphrɔ̌ɔm
a perfect being

aray?
what?
triam phób phráphûupencâw
to prepare to meet God
khamsɔ̌ɔn khɔ̌ɔŋ phráphûupencâw
God's teachings

thîinăy?
where?
bon sawăan
on Heaven
nay phrákhamphii mɔɔmɔ̌ɔn
in the Book of Mormon

Q. Phráphûupencâw <u>pen</u> khray kh.?
Who is God?
A. Phráphûupencâw <u>pen</u> phrábidaa bon sawăan khɔ̌ɔŋ raw kh.
God is our Father in Heaven.
Q. Cùdpràsŏŋ khɔ̌ɔŋ chiiwídníi <u>khxx</u> aray kh.?
What is the purpose of this life?

Q. Phráphûupencâw <u>yùu</u> thîinăy kh.?
Where is God?
A. Phráphûupencâw <u>yùu</u> bon sawăan kh.
God is in Heaven.
A. Cùdpràsŏŋ khɔ̌ɔŋ chiiwídníi <u>khxx</u> triam phób phráphûupencâw kh.
The purpose of this life is to prepare to meet God.

Function: Asking about and expressing a state of being
Context: Teaching about God

Scenario

You and your companion are tracting down the street as you are on your way to your next appointment. As you are talking to people, you meet a man that is around 25 years old who seems really interested to talk to you. As you are talking and getting to know him, he asks you who God is and what you believe the purpose of this life is.

Practice: With your companion, practice explaining who God is and how the Book of Mormon can help the man come to know Heavenly Father for himself. Have one missionary take the role of the man and the other be the missionary. Once finished, switch roles and do it again.

Additional Scenario(s)

You and your companion are meeting with a former investigator who stopped learning with the missionaries because he didn't understand the importance of your religion. As you are sitting with him, you notice a copy of the Book of Mormon sitting on his table and decide to bear your testimony of The Book of Mormon and its importance.

Practice: With your companion, practice explaining the importance of the Book of Mormon and what it is. Have one missionary take the role of the former investigator and the other be the missionary.

Adjectives and Adverbs

Subject		Adjective	Adverb		
Bàbtìdsamaa		**sămkhaan**	**mâag**		**kh.**
Baptism		*important*	*very*		*(polite word)*
Phrákìdtìkhun	**(mây)**	**sămkhaan**	**mâag**	**(máy)**	**kh.**
Gospel	*(not)*	*is important*	*very much*	*(yes/no?)*	*(polite word)*
Sàdthaa		**campen**	**ciŋ ciŋ**		
Faith		*is necessary*	*really/truthfully*		
Kaanklàbcay		**sàgsìd**	**caŋ ləəy**		
Repentance		*is sacred*	*extremely*		
Bàbtìdsamaa		**dii**			
Baptism		*is good*			
Phráwinyaan bɔɔrisùd		**yâag**			
Holy Ghost		*is hard*			
Òdthon con kwàa chiiwíd cà hăa mây		**ŋâay**			
Endure to the end		*is easy*			
Thăaná pùroohìd		**yîam**			
The Priesthood		*is awesome*			

Q. Bàbtìdsamaa campen máy kh.?
Is baptism necessary?
A. Bàbtìdsamaa campen ciŋ ciŋ kh.
Baptism is really necessary.
A. Bàbtìdsamaa campen mâag kh.
Baptism is very necessary.

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about the Gospel of Christ

Scenario

As you are preparing your investigator for baptism, help him/her understand the importance of living the Gospel of Jesus Christ by teaching him/her the different principles of the Gospel.

Practice: With your companion, have one missionary take the role of the investigator and the other of the missionary. Practice explaining the importance of the principles of the Gospel of Jesus Christ to your investigator. When you are finished, switch roles and do it again.

Additional Scenario(s)

Sŏmsàk is struggling to accept the invitation to be baptized because he feels that he can't always keep the commandments. He still has temptations and he doesn't want to be baptized until those temptations are gone. As you are teaching Sŏmsàk, help him understand that being baptized will help him overcome temptation and teach him about the importance of enduring to the end.

Practice: With your companion, have one missionary take the role of Sŏmsàk and the other of the missionary. Teach Sŏmsàk the importance of baptism and enduring to the end. When you are finished, switch roles and do it again.

Wâa

Subject		Verb	(Question Word)	"wâa"	Noun	Verb Phrase
Phŏm		rúu	(máy)	wâa	phráphûupencâw soŋ	rág raw
I		*know*	*yes or no?*	*the following...*	*God*	*loves us*
Phŏm		**rúu**	**(may)**	**wâa**	**phrákhamphii mɔɔmɔ̂ɔn**	**pen khwaamciŋ**
I (m)		*know*	*(yes or no?)*	*the following…*	*the Book of Mormon*	*is true*
Sídtêə	**(mây)**	**rúusx̀g**			**Cooséb Samíd**	**rág raw**
I (f)	*(don't)*	*feel*			*Joseph Smith*	*loves us*
Phîi	*(negative*	**chx̂a**			**Phráphûupencâw soŋ**	**mii chiiwíd yùu**
You (older)	*answer)*	*believe*			*God*	*lives*
Khun		**nɛ̂ɛcay**			**Phráyeesuukhríd soŋ**	**plɛɛ phrákhamphii mɔɔmɔ̂ɔn**
You		*sure*			*Jesus Christ*	*translated the Book of Mormon*
(same age)		**bɔ̀ɔg**			**Sàadsanacàg níi**	**pen sàadsadaa phayaakɔɔn khɔ̌ɔŋ phráphûupencâw**
Kháw		*tell*			*this church*	*is/was a prophet of God*
He/she		**phûud**			**Thɔɔmád Ed Mɔɔnsɔ̌ɔn**	**hĕn phráphûupencâw lɛ́ phráyeesuukhríd**
		speak			*Thomas S. Monson*	*saw God and Jesus Christ*
		khíd				**pen sàadsanacàg thîi thɛ́ɛ ciŋ**
		to think				*is the true church*

phrɔ́	**wâa**	**phŏm**	**àan phrákhamphii mɔɔmɔ̂ɔn**
because	*the following...*	*I (m)*	*read the Book of Mormon*
		sídtêə	**sùadɔ̂ɔnwɔɔn**
		I (f)	*prayed*
			rúusx̀g phráwinyaan bɔɔrisùd
			felt the Holy Ghost
			thamtaam phrábanyàd
			follow the commandments

Q. Khun chx̂a wâa sàadsanacàg níi pen sàadsanacàg thîi thɛ́ɛ ciŋ máy kh.?
Do you believe that this church is true?

A. Phŏm mây nɛ̂ɛcay wâa sàadsanacàg níi pen sàadsanacàg thîi thɛ́ɛ ciŋ kh.
I am not sure that this church is true.

A. Phŏm chx̂a wâa sàadsanacàg níi pen sàadsanacàg thîi thɛ́ɛ ciŋ kh.
I believe that this church is true.

Function: Asking about and describing objects, people, and their characteristics
Context: Bearing testimony

Scenario

You and your companion are teaching an investigator named Sŏmsàk for the first time and you are sharing the message of the Restoration. Sŏmsàk has grown up being Buddhist his whole life, but he wonders if there really is a God. As you teach him, he is skeptical that Joseph Smith really saw God and Jesus Christ and that he translated the Book of Mormon.

Practice: With your companion, have one missionary take the role of Sŏmsàk and the other of the missionary. As the missionary, help Sŏmsàk feel the Holy Ghost and to know that the things that you teach are true by bearing your testimony about Joseph Smith. After you are finished, switch roles and do it again.

Additional Scenario(s)

You and your companion have been teaching Sŏmsàk for a couple of weeks now but he hasn't been keeping his commitments. You and your companion feel like he has a concern but you are unsure what it is.

Practice: Ask Sŏmsàk questions to find out what his concern is, then help resolve his concern by bearing your testimony to him.

Thîi (Modifying Adjectives)

Subject		Adjective	"thîi"	Noun		Verb Phrase		
Raw		diicay	thîi	khun		lx̂ag ráb bàbtìdsamaa		**Kh.**
We		*to be happy*	*that*	*you*		*chose to be baptized*		*(polite word)*
Raw	**(mây)**	**yindii**	**<u>thîi</u>**	**khun**	**(mây dây)**	**lx̂ag ráb bàbtìdsamaa**	**(máy)**	**kh.**
We	*(not)*	*to be glad*	*that*	*you (same age)*	*(didn't)*	*chose to be baptized*	*(yes/no?)*	*(polite word)*
Phǒm		**tx̀xntên**		**phîi**	**(cà)**	**sùadɔ̂ɔnwɔɔn**		
I (m)		*to be excited*		*you (older)*	*(will)*	*pray*		
Sídtêə		**diicay**		**phǒm**	**(cà mây)**	**àan phrákhamphii mɔɔmɔ̂ɔn**		
I (f)		*to be happy*		*I (m)*	*(will not)*	*read the Book of Mormon*		
Khun		**katanyuu**		**Sídtêə**		**maa bòod aathíd níi**		
You		*to be grateful*		*I (f)*		*come to church this week*		
Phráphûupencâw		**sĭacay**				**pay bòod mx̂a aathíd thîi lɛ́ɛw**		
God		*to be sad*				*go to church last week*		
		phìdwăŋ				**cəə kàb raw**		
		to be disappointed				*meet with us*		
						àan èegkasăan		
						read the pamphlet		
						rúusx̀g phráwinyaan bɔɔrísùd		
						feel the Holy Ghost		
						ráb khamtɔ̀ɔb		
						receive an answer		

Q. Khun tx̀xntên <u>thîi</u> khun cà maa bòod aathíd níi máy kh.?
Are you excited to come to church this week?
A. Phǒm tx̀xntên <u>thîi</u> phǒm cà maa bòod aathíd níi kh.
I'm excited to come to church this week.
A. Phǒm mây tx̀xntên <u>thîi</u> phǒm cà maa bòod aathíd níi kh.
I'm not excited to come to church this week.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Expressing emotions when extending commitments

Scenario

Today you are meeting Sŏmsàk for the second time and you are excited that he wants to meet with you again. In the lesson, you plan on committing him to reading the Book of Mormon and pray to know if it is true. Sŏmsàk has been really receptive to your teachings and you feel like he is willing and ready to start repenting and start keeping commitments. Once he gives you his response, help Sŏmsàk understand how important keeping these commitments are by sharing your feelings with him.

Practice: With your companion, split the roles of the investigator and the missionary. Have the missionary practice expressing their excitement for the investigator when they accept to keep the commitment you have extended. Once finished, switch roles and do it again.

Additional Scenario(s)

Today you are going back to see Sŏmsàk to follow up on if he kept the commitments that you extended to him in the last lesson. If he kept his commitments, show him you're excitement; if he didn't keep his commitments, help him see that you're disappointed.

Practice: With your companion, have one missionary take the role of Sŏmsàk and the other of the missionary. Using the grammar principle, express your emotions to Sŏmsàk as he tells you if he did or did not keep the commitments you extended to him.

Thîi (Modifying Nouns)

Subject	Verb	Noun (Classifier)	"thîi"	Verb Phrase		
Phŏm	pen	khon	thîi	chɔ̂ɔb lên kiilaa		**Kh.**
I	*am*	*a person*	*that*	*likes to play sports*		*(polite word)*

Phŏm/Sídtâə **pen** **khon** **<u>thîi</u>** **chɔ̂ɔb lên kiilaa** **(máy)** **kh.**
I (m)/(f) *am/is* *person* *that* *likes to play sports* *(yes/no?)* *(polite word)*

Khun **chɔ̂ɔb àan năŋsx̌x**
You *likes to read books*

Mɛ̂ɛ khɔ̌ɔŋ phŏm **tham aahăan kɛ̀ɛŋ**
My mother *makes food well*

Nɔ́ɔŋchaay khɔ̌ɔŋ phŏm **sŭuŋ**
My younger brother *(is) tall*

Kháw **chûay raw rian kìawkàb phráyeesuukhríd**
He/She *helps us learn Thai*

Phrákhamphii mɔɔmɔ̂ɔn **lêm** **sɔ̌ɔn kìawkàb phɛ̌ɛn khɔ̌ɔŋ phráphûupencâw**
The Book of Mormon *book* *teaches about God's plan*

Phráwíhăan **aakhaan** **sàgsìd**
The temple *building* *(is) sacred*

Phráyeesuukhríd **ʔoŋ** **chûay khrɔ̂ɔbkhrua yùu dûaykan lăŋ càag chiiwíd níi**
Jesus Christ *royal being* *helps families live together after this life*

Q. Khun pen khon <u>thîi</u> sŭuŋ máy kh.?
Are you a tall person? (Are you tall?)
A. Phŏm pen khon <u>thîi</u> sŭuŋ kh.
I am a tall person.
A. Phŏm mây sŭuŋ kh.
I am not tall.

Function: Asking about and describing objects, people, and their characteristics
Context: Describing family members

Scenario

You and your companion received a referral from the ward to go and visit a part-member family. Sister íid has been inactive since she was a teenager, and her husband Manád is not a member. They have three children, Gift, Golf, and Ice. You and your companion called the family and they agreed to meet with you for the first time. You are excited to bear your testimony of eternal families.

Practice: With your companion, split the roles of the investigator and the missionary. Have the investigator practice introducing and describing each member of his family. Have the missionary testify of how the gospel blesses familes.

Additional Scenario(s)

Today you are going back to see íid, Manád, and their children for the second time. Last time, they left you with lots of questions regarding the Book of Mormon and how it could help their family, and you want to try to answer their questions today.

Practice: With your companion, have one missionary take the role of the investigator and the other of the missionary. Using the grammar principle, explain what the Book of Mormon is and how it will bless their family.

Ordinal Numbers (First, Second, Third)

Classifier	"thîi"	#	Verb	Noun	Verb Phrase	
Khântɔɔn	**thîi**	**nɤ̀ŋ**	**khxx**	**raw**	**rə̂əm dooy phûud wâa phrábidaa bon sawăan**	**kh.**
Step	*first*		*is*	*we*	*start by saying Heavenly Father*	*(polite word)*

Khântɔɔn
(classifier for)
steps

rɛ̂ɛg
first

sùdtháay
last

thîi **nɤ̀ŋ**
one

sɔ̌ɔŋ
two

săam
three

sìi
four

hâa
five

hòg
six

cèd
seven

bɛ̀ɛd
eight

khxx *is*

raw *we*

rə̂əm dooy phûud wâa phrábidaa bon sawăan *start by saying Heavenly Father* **kh.** *(polite word)*

sadɛɛŋ khwaamkhɔ̀ɔbkhun
show thanks

khɔ̌ɔ khwaamchûaylɤ̌a
ask for help

khɔ̌ɔ phɔɔn
ask for blessings

loŋtháay nay phránaam khɔ̌ɔŋ phráyeesuukhríd amen
close in the name of Jesus Christ, amen

kɔ̀ɔd òg
fold arms

làb taa
close eyes

kôm nâa
bow head

khúg khàaw
kneel

Additional Phrase
mɤ̂a raw sùadɔ̂ɔnwɔɔn, raw...
when we pray, we...

Q. Phŏm/chăn sùadɔ̂ɔnwɔɔn yàaŋray kh.?
How do I pray?
A. Khântɔɔn rɛ̂ɛg khxx raw kɔ̀ɔd òg kh.
First step is we fold our arms.
A. Khântɔɔn thîi sɔ̌ɔŋ khxx raw làb taa kh.
Second step is we close our eyes.

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Teaching How to Pray

Scenario

Today in your lesson, you taught Phîi Pêe about the importance of prayer and you want to ask him to say the closing prayer. He says he is willing to pray but he isn't sure how to do it.

Practice: With your companion, have one missionary take the role of Phîi Pêe and the other of the missionary. Teach Phîi Pêe the steps of prayer.

Additional Scenario(s)

You are invited to teach a family home evening lesson in the Siráphon's home. They are a less-active family with young children.

Practice: Teach the Siráphon family the importance of prayer and help the children understand the correct way to pray.

To Give (hây….kɛ̀ɛ)

Subject	Verb	Noun	"to"	Noun	Prepositional Phrase		
Phráwinyaan bɔɔrisùd	hây	khamtɔ̀ɔb	kɛ̀ɛ	raw	mx̂a raw thx̌am		kh.
The Holy Ghost	*to give*	*answer*	*to*	*us*	*when we ask*		*(polite word)*
Phráwinyaan bɔɔrisùd	**hây**	**aray**	**kɛ̀ɛ**	**raw**	**mx̂a raw khɔ̌ɔ**	**(máy)**	**kh.**
The Holy Ghost	*to give*	*what*	*to*	*us*	*when we request*	*(yes/no?)*	*(polite word)*
Phráyeesuukhríd		**kaannamthaaŋ**			**mx̂a raw thx̌am**		
Jesus Christ		*guidance*			*when we ask*		
Phráphûupencâw		**kaanyxxnyan**			**mx̂a raw tɔ̂ɔŋkaan**		
God		*confirmation*			*when we need it*		
Phrábìdaa bon sawx̌an		**kaandoncay**			**mx̂a raw sùadɔ̂ɔnwɔɔn**		
Heavenly Father		*inspiration*			*when we pray*		
Phráphûuchûayhâyrɔ̂ɔd		**khamtɔ̀ɔb**			**mx̂a raw rúusx̀g ɔ̀ɔnɛɛ**		
The Savior		*answers*			*when we feel weak*		
Phrá?oŋ		**khamtxan**			**mx̂a raw klàbcay**		
He (roy.)		*warning*			*when we repent*		
		kaan?aphay					
		forgiveness					
		kaanplɔ̀ɔbyoon					
		comfort					
		kaanpə̀ədphx̌ə̀y					
		revelation					

Q. Phráwinyaan bɔɔrisùd hây khamtɔ̀ɔb kɛ̀ɛ raw máy kh.?

Does the Holy Ghost give us answers?

A. Phráwinyaan bɔɔrisùd hây khamtɔ̀ɔb kɛ̀ɛ raw kh.

The Holy Ghost gives us answers.

Q. Phráwinyaan bɔɔrisùd hây khwaamchûaylx̌a kɛ̀ɛ raw máy kh.?

Does the Holy Ghost give us help?

A. Phráwinyaan bɔɔrisùd hây khwaamchûaylx̌a kɛ̀ɛ raw kh.

The Holy Ghost gives us help.

Function: Asking about and describing actions and events
Context: Teaching about the Godhead

Scenario

Your investigator is getting ready to be baptized this weekend and you are meeting with him to talk about the importance of baptism and the Gift of the Holy Ghost. As you are teaching, he tells you that he doesn't understand why the Holy Ghost is important and why he needs to receive it.

Practice: With your companion, have one missionary take the role of the investigator and the other of the missionary. Help your investigator understand the different ways that the Holy Ghost can help us and be a blessing in our lives.

Additional Scenario(s)

You and your companion are teaching an investigator for the first time and he says he wants to believe in what you teach but he still has a lot of doubt. To help him know for himself, you teach him about prayer and the role of the Holy Ghost and explain to him how he will receive an answer.

Practice: With your companion, have one missionary take the role of the investigator and the other of the missionary. Teach how the Holy Ghost will answer his questions and how the Holy Ghost influences our lives.

To Cause (hây)

Subject	Verb	"to cause"	Noun	Verb Phrase		
Phráphûupencâw soŋ	tɔ̂ɔŋkaan	hây	raw	tìdtɔ̀ɔ kàb phrá?oŋ		kh.
God	*needs*	*to cause*	*us*	*to communicate with him*		*(polite word)*
Phráphûupencâw soŋ	**tɔ̂ɔŋkaan**	**hây**	**raw**	**tìdtɔ̀ɔ kàb phrá?oŋ**	**(máy)**	**kh.**
God	*needs*	*to cause*	*us*	*to communicate with Him*	*(yes/no?)*	*(polite word)*
kaansùadɔ̂ɔnwɔɔn	**yàag**		**phŏm**	**rágsăa phrábanyàd**	**(dây máy)**	
Prayer	*wants*		*I (m)*	*to keep the commandments*	*(can yes/no?)*	
Bàbtìdsamaa cà	**tham**		**sídtêə**	**rúucàg phráphûupencâw**		
Baptism (will)	*makes*		*I (f)/sister*	*to be familiar with God*		
raw	**khɔ̌ɔ**		**khun**	**sà?àad càag bàab**		
We	*requests*		*you (same age)*	*to be clean from sin*		
Phŏm			**phîi**	**sùadɔ̂ɔnwɔɔn thx̌ŋ phráphûupencâw**		
I (m)			*you (older)*	*to pray to God*		
Sídtêə			**phɔ̂ɔ**	**àan phrákhamphii mɔɔmɔ̂ɔn thúg wan**		
I (f)/sister			*you (father's age)*	*to read the Book of Mormon everyday*		
Khun			**mɛ̂ɛ**	**thamtaam tuayàaŋ khɔ̌ɔŋ phráyeesuukhríd**		
You (same age)			*you (mother's age)*	*to follow the example of Jesus Christ*		
Phîi				**ráb bàbtìdsamaa**		
You (older)				*to receive baptism*		
				tham aray		
				to do what?		

Q. Bàbtìdsamaa cà tham hây raw sà?àad càag bàab máy kh.?

Will baptism make us clean from sin?

A. Bàbtìdsamaa cà tham hây raw sà?àad càag bàab kh.

Baptism will make us clean from sin.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about God

Scenario

ป๊อป, a student from your English Class, came up to you after class and said he wanted to learn more about God's love. ป๊อป is a 19-year-old boy who has been living on his own since he was 15. When he was younger, his parents separated and left him to take care of himself. ป๊อป has truly lacked love in his life and in English Class, when he heard you teach about a loving Heavenly Father, it gave him hope and a desire to learn more.

Practice: In your companionship, have one missionary take the role of ป๊อป and the other of the missionary. Help ป๊อป know that he has a loving Heavenly Father who knows him and wants to communicate with him. Teach ป๊อป about God and what he can do in order to feel his Heavenly Father's love. Once you are finished, switch roles and do it again.

Additional Scenario(s)

ติ๊ก has been learning with the missionaries for a long time now but is struggling to know what to do about being baptized. He has read the Book of Mormon, he comes to church every week, and he has a testimony that the Gospel is true, but he is afraid that if he is baptized his family will disown him.

Practice: In your companionship, have one missionary take the role of ติ๊ก and the other of the missionary. Help ติ๊ก resolve his concern about being baptized by using this grammar principle and other grammar principles that you have learned already. Once you are finished, switch roles and do it again.

Polite Requests

Subject	Helping Verb	Noun	Verb Phrase			
Phîi	chûay		aàn hây raw faŋ	nɔ̀ɔy	dây máy	**kh.**
You	*help*		*read for us to hear*	*(polite word)*	*can yes/no?*	*(polite word)*

Phîi
You (older)
Mɛ̂ɛ
Mom/you (mother's age)
Braadɤ̂ɤ
Brother
Sídtɤ̂ɤ
I (f)/Sister
Phŏm
I (m)

chûay
help

Khɤ̌ɔ hây
request to cause

Phîi
You (older)
Mɛ̂ɛ
Mom/you (mother's age)
Braadɤ̂ɤ
Brother
Sídtɤ̂ɤ
I (f)/Sister

pìd thii wii
turn off the T.V.
sùadɔ̂ɔnwɔɔn pèɤd
say the opening prayer
sùadɔ̂ɔnwɔɔn pìd
say the closing prayer
àan hây raw faŋ
read for us to hear
àan khɔ̂ɔ níi
read this verse
phûud ìig
say that again
athíbaay rx̂aŋ lôog kɔ̀ɔn kèɤd
explain about the pre-earth life
sadɛɛŋ pràcàgphayaan kìawkàb kaanchódcháy
share testimony about the Atonement

nɔ̀ɔy
(polite word)

(dây máy)
(can yes/no?)

kh.
(polite word)

***mây dây**
can't

***dây**
can

Q. Khɤ̌ɔ hây Braadɤ̂ɤ sùadɔ̂ɔnwɔɔn pèɤd nɔ̀ɔy dây máy kh.?
Brother, can you say the opening prayer?
A. Phŏm sùadɔ̂ɔnwɔɔn pèɤd dây kh.
I can say the opening prayer.
A. Phŏm sùadɔ̂ɔnwɔɔn pèɤd mây dây kh.
I can't say the opening prayer.

***Note:** *When answering a question, do not use the underlined words.*

Function: Asking about and expressing desire need, preference, ability, intention or purpose
Context: Leading a lesson

Scenario

You have a lesson today with Phîi Níd in which you plan to teach the Plan of Salvation. Phîi Níd has a lot of faith but is a quiet person and usually won't speak unless someone talks to him first. You have been trying to help him open up and make friends at church so you invited Brother Chuuchâad to the lesson to help fellowship him. In the lesson, you try to find ways to get Phîi Níd and Brother Chuuchâad involved as much as possible.

Practice: Grouping up with another companionship, have one companionship play the roles of Brother Chuuchâad and Phîi Níd while the other companionship plays the role of the missionaries. Using this grammar principle, find different ways to get everyone involved in the lesson. After you are finished, switch roles and do it again.

Additional Scenario(s)

You have just moved into a new area where you have been called to be the senior companion. You have an appointment today with Phîi Sŭa and it will be your first time leading a lesson.

Practice: With your companion, have one missionary take the role of Phîi Sŭa and the other of the missionary. Practice leading the lesson by making polite requests that get Phîi Sŭa involved. Once you are finished, switch roles and practice again.

Classifiers

Subject	Verb	Noun	Number	Classifier	
Phŏm	mii	phîinɔ́ɔŋ	săam	khon	**kh.**
I	*have*	*siblings*	*three*	*people*	*(polite word)*

Phŏm	**mii**	**phîinɔ́ɔŋ**	**kìi**	**khon**		**kh.**
I (m)	*have*	*siblings*	*how many?*	*(classifier for)*		*(polite word)*
Sídtêə		**phîi/nɔ́ɔŋ chaay**	**sɔ̌ɔŋ**	*people*		
I (f)		*older/younger brother*	*two*	**lêm**		
Raw		**phîi/nɔ́ɔŋ săaw**	**săam**	*(classifier for)*		
We		*older/younger sister*	*three*	*books*	*candlesticks*	
Kháw		**lûug**	**hâa**	*knives*	*axes*	
He/she		*children*	*five*	**khan**		
Khun		**lûug chaay/săaw**	**kâw**	*(classifier for)*		
You		*son/daughter*	*nine*	*bicycles*	*vehicles*	
		láan	**hòg**	*spoons*	*forks*	
		grandchildren	*six*	**khûu**		
		càgrayaan	**sìb hòg**	*(classifier for)*		
		bicycle	*sixteen*	*pairs of things*		
		rɔɔŋtháaw		**tua**		
		shoes		*(classifier for)*		
		sx̂a		*clothing*	*furniture*	
		shirts		*animals*		
		négthay		**sên**		
		ties		*(classifier for)*		
		banthx́g kaansx̀gsăa		*ties*	*strings*	
		study journal		*long skinny things*		

Q. Khun mii sx̂a kìi tua kh.?

How many shirts do you have?

A. Phŏm/chăn mii sx̂a hòg tua kh.

I have six shirts.

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Teaching about families

Scenario

You and your companion have been struggling in your area to find people to teach lately and in your companionship study, you read in Preach My Gospel that “Addressing the importance of the family with those you meet each day will help you find people to teach.” With your new emphasis on families, you walk into a neighborhood and start inviting the people about the blessings that the Gospel can bring to their families. As you are tracting, you meet a man named Phîi Tɔ̂ɔm who is kicking a soccer ball around with his young son. You stop to talk to him and ask him about his family. He seems very friendly and invites you to come inside for a drink of water.

Practice: With your companion, have one missionary take the role of Phîi Tɔ̂ɔm and the other of the missionary. Talk to Phîi Tɔ̂ɔm about his family and testify to him about how the Gospel has blessed you and your family. Once you are finished, switch roles and do it again.

Additional Scenario(s)

It is moves week and you have just been called to move to a different area. As you are packing your suitcase, with your companion, go over all of your belongings to make sure you haven’t forgotten anything.

Practice: With your companion, practice going over the different belongings that you would need to pack as you prepare to move to a different area. Once you are finished, switch roles and do it again.

Demonstrative Adjectives

Classifier	Demonstrative Adj.	Verb	about	Noun	
Lêm	níi	khxx		phrákham khɔ̆ɔŋ phráphûupencâw	**kh.**
Book	*this*	*is*		*the word of God*	*polite word*

lêm	**(làw)**	**níi**	**nán**	**phûud**	**rx̂aŋ**	**sàdthaa**	**(máy)**	**kh.**
(classifier for)	*(pluralizer)*	*this*	*that*	*to talk*	*about*	*faith*	*(yes/no?)*	*polite word*
books *candlesticks*		**nôon**	**năy**	**sɔ̆ɔn**	**kìawkàb**	**phayaan thx̆ŋ phráyeesuukhrîd**		
knives *axes*		*that (over there)*	*which*	*to teach*	*about*	*witness to Jesus Christ*		
phâag				**pen**		**khwaamsŏmbuun khɔ̆ɔŋ phrákìdtìkhun**		
(classifier for)				*is*		*the fullness of the Gospel*		
part				**khxx**		**phrákham khɔ̆ɔŋ phráphûupencâw**		
section *region*				*is*		*the word of God*		
bòd				**mii**		**khamsɔ̆ɔn khɔ̆ɔŋ phráyeesuukhrîd**		
(classifier for)				*to have*		*the teachings of Jesus Christ*		
chapter *lesson*						**kaanchódcháy khɔ̆ɔŋ phrákhrîd**		
khɔ̂ɔ						*the Atonement of Christ*		
(classifier for)						**kaanrágsăa phrábanyàd**		
verse						*keeping the commandments*		
rx̂aŋ						**khwaamsămkhan khɔ̆ɔŋ kaansùadɔ̂ɔnwɔɔn**		
(classifier for)						*the importance of prayer*		
story						**kaanchx̂afaŋ**		
						obedience		

Q. Lêm nán khxx phrákham khɔ̆ɔŋ phráphûupencâw máy kh.
Is that book the word of God?
A. Lêm níi khxx phrákham khɔ̆ɔŋ phráphûupencâw kh.
Yes, this book is the word of God.

Q. Khɔ̂ɔ năy phûud rx̂aŋ sàdthaa kh.
Which verse talks about faith?
A. Khɔ̂ɔ níi phûud rx̂aŋ sàdthaa kh.
This verse talks about faith.

Function: Asking about and describing objects, people, and their characteristics
Context: Introducing scriptures

Scenario

Brother Nùm and Sister Mûuy have a non-member friend that they want to introduce to you and your companion. Their friend has been asking them questions about Jesus Christ. Brother Nùm and Sister Mûuy invited you and their friend to Family Home Evening at their house and have just turned the time over to you to share a scripture with their friend.

Practice: As a companionship, have one missionary be Brother Nùm and Sister Mûuy's friend and have the other be the missionary. Before sharing the scripture that you have prepared, briefly introduce the Book of Mormon and explain what it contains. Then introduce the verse, read it together, and apply it to their friend.

Additional Scenario(s)

As you and your companion are out tracting on the street, you meet a man who says he has studied about Jesus Christ before. He says he believes in the Bible and thinks all religions are good.

Practice: As a companionship, have one missionary take the role of the man and the other the missionary. Practice introducing the Book of Mormon and share a verse that testifies of Christ. After bearing your testimony of the Book of Mormon, invite the man to learn more.

Every, Some, Many (thúg, baaŋ, lăay)

Subject		Number	Classifer	Verb Phrase		
		lăay	**khon**	**pàtisèed phráyeesuukhríd**		**kh.**
		Many	*people*	*rejected Jesus Christ*		*(polite word)*
sàadsanăa	**(mây)**	**thúg**	**khon** *(classifier for) people*	**chx̂a nay phráphûupencâw**	**(máy)**	**kh.**
Church	*(not)*	*every*		*believe/believed in God*	*(yes/no?)*	*(polite word)*
kuncɛɛ thăaná pùroohìd		**baaŋ**	**níkaay** *(classifier for) sects*	**sŭunhăay pay càag lôog**		
Priesthood keys		*some*		*disappeared from the earth*		
khon chûa ráay		**lăay**	**kuncɛɛ** *(classifier for) Priesthood keys*	**pàtisèed phráyeesuukhríd**		
Evil people		*many*		*reject/rejected Jesus Christ*		
				khâa àgkhrásăawóg		
				kill/killed the Apostles		
				plìanplɛɛŋ phrákhamphii		
				change/changed the scriptures		
				bìdbxan khwaamciŋ		
				distorted the truth		
				thùug sâaŋ khx̂n maa		
				were built up		
				cà klàaw wâa kháw pen khɔ̆ɔŋ phrácâw		
				will say they are of the Lord		
				tòk yùu nay khwaammx̂xd thaaŋ winyaan		
				fall/fell into spiritual darkness		

Q. <u>Thúg</u> khon chx̂a nay phráphûupencâw máy kh.?
Did everyone believe in God?

A. Mây <u>thúg</u> khon chx̂a nay phráphûupencâw kh.
Not everyone believed in God.

A. <u>Baaŋ</u> khon chx̂a nay phráphûupencâw kh.
Some people believed in God.

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Teaching about the Great Apostasy

Scenario

You and your companion are teaching an investigator named Tɔ̂ɔm who is a member of a local Christian church. You have invited him to attend church with you several times now but he seems to keep finding excuses for why he can't go. Today you asked him why he doesn't want to attend church with you and he said that he just doesn't understand the difference between your church and all the other Christian churches.

Practice: With your companion, have one missionary take the role of Tɔ̂ɔm and the other of the missionary. Teach Tɔ̂ɔm about what happened after Jesus Christ was crucified and how everyone fell into apostasy. Help him to see the need for a restoration and how there is only one true church on the earth. After you are finished, switch roles and do it again.

Additional Scenario(s)

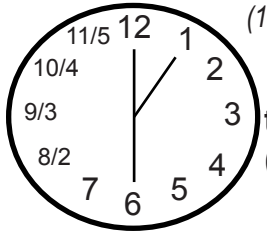
You and your companion are teaching a Buddhist person the message of the Restoration for the first time and he is confused about the Great Apostasy. Help him understand the events that happened during the great apostasy by teaching simply and using scriptures.

Practice: With your companion, have one missionary be the Buddhist person and the other be the missionary. Find a scripture about the Great Apostasy, read it together, and teach simply about the Great Apostasy. After you are finished, switch roles and do it again.

Telling Time

A.M. (Morning)

thîaŋkhxxn *midnight*
(12:00 a.m. - 12:59 a.m.)



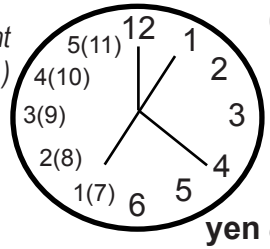
cháaw
late morning
(6:00 a.m. - 11:59 a.m.)

tii *early morning*
(1:00 a.m. - 5:59 a.m.)

P.M. (Afternoon/Evening)

thîaŋ *noon*
(12:00 p.m. - 12:59 p.m.)

thûm *late night*
(7:00 p.m. - 11:59 p.m.)



bàay *afternoon*
(1:00 p.m. - 3:59 p.m.)

yen *early evening*
(4:00 p.m. - 6:59 p.m.)

Raw cà cəə kan	tɔɔn		hâa	mooŋ	săam sìb	naathii		kh.
We will meet	*at*		*five*	*hour*	*thirty*	*minutes*		*(polite word)*
Raw cà klàbmaa	**tɔɔn**	**kìi mooŋ**			**sìb hâa**	**naathii**	***(tɔɔn cháaw)**	**kh.**
We will come back	*at*	*what time?*			*fifteen*	*minutes*	*(at morning)*	*(polite word)*
Raw cà cəə kan		**thîaŋkhxxn**			**săam sìb**		***(tɔɔn yen)**	
We will meet		*midnight*			*thirty*		*(at night)*	
Khun wâaŋ		**tii**	**hâa**		**sìi sìb hâa**		**(máy)**	
You are free		*early morning*	*five*		*fourty-five*		*(yes/no?)*	
Phŏm wâaŋ			**kâw**	**mooŋ (cháaw)**	**khrɤ̌ŋ**			
I am free			*nine*	*late morning (cháaw is replaced with minutes)*	*Half (thirty)*			
Phŏm mây wâaŋ		**thîaŋ**						
I am not free		*noon*						
		bàay	**sɔ̌ɔŋ**	**mooŋ**				
		afternoon	*two*	*hour*				
			hòk	**mooŋ (yen)**				
			six	*early evening (yen is replaced with minutes)*				
			nɤ̀ŋ	**thûm**				
			one (seven)	*late night*				

Q. Raw cà klàbmaa tɔɔn kìi mooŋ kh.?
What time will we come back?
A. Raw cà klàbmaa tɔɔn bàay sɔ̌ɔŋ mooŋ kh.
We will come back at 2:00 p.m.
A. Raw cà klàbmaa tɔɔn nɤ̀ŋ thûm kh.
We will come back at 7:00 p.m.

***Note:** use only when there are minutes in the time.*

Function: Asking and answering questions of time, date, and location
Context: Setting up an appointment

Scenario

You and your companion have just taught Sŏmphɔɔn the message of the Restoration for the first time and he has a couple of questions about Joseph Smith and the Book of Mormon. You said you would love to answer his questions but you have to hurry off to your next appointment. You asked him if it would be ok to come back and teach him more tomorrow and he agreed.

Practice: With your companion, have one missionary take the role of Sŏmphɔɔn and the other of the missionary. Practice setting up a return appointment to come back and teach him tomorrow.

Additional Scenario(s)

You and your companion are inviting in a neighborhood and are focused on talking to everyone. You meet a couple of people that are interested to learn more about the message of the Restoration so you ask if you can come back and teach them more.

Practice: With your companion, have one missionary be the missionary and the other be the investigator. Practice inviting and setting a return appointment. Once finished, switch and do it again.

Simple Past and Future Tenses

	Time		**Noun**	Tense	Verb Phrase		
	เดือน	หน้า	เขา	จะ	รับบัพติศมา		ครับ/ค่ะ
	Month	*next*	*he*	*will*	*be baptized*		*(polite word)*
	อาทิตย์		เขา	(ไม่ได้)	สวดอ้อนวอน	(ไหม)	ครับ/ค่ะ
	week		*he/she*	*(did not)*	*pray/prayed*	*(yes/no?)*	*(polite word)*
เมื่อ +	เดือน	+ ที่แล้ว	ผม/ซิสเตอร์	(จะ)	ไปโบสถ์	(ใช่ไหม)	
	month	*last/ago*	*I (m/f)*	*(will)*	*go/went to church*	*(right?)*	
	ปี		เรา	(จะไม่)	อ่านพระคัมภีร์มอรมอน	(หรือ)	
	year		*we*	*(will not)*	*read the Book of Mormon*	*(right?)*	
	อาทิตย์		คุณ		อ่านเอกสาร		
	week		*you (same age)*		*read the pamphlet*		
	เดือน	+ นี้	พี่		สูบบุหรี่		
	month	*this*	*you (older)*		*smoke/smoked*		
	ปี				ดื่มเหล้า		
	year				*drink/drank alcohol*		
	อาทิตย์				รับบัพติศมา		
	week				*be/was baptized*		
	เดือน	+ หน้า			สอนเกี่ยวกับการกลับใจ		
	month	*next*			*teach/taught about repentance*		
	ปี				สอนเกี่ยวกับการฟื้นฟู		
	year				*teach/taught about the Restoration*		

Extra Time Expressions

วัน	วันอาทิตย์
day	*Sunday*
ครั้ง	วันจันทร์
time	*Monday*

Q. อาทิตย์นี้พี่จะไปโบสถ์ไหมครับ/ค่ะ
This week, will you come to church?
A. อาทิตย์นี้ผมจะไปโบสถ์ไหมครับ
This week, I will come to church.

***Note:** ใช่ไหม *is used for affirmative assumptions.* หรือ *is used for negative assumptions.*

Function: Asking about and describing actions and events
Context: Extending Commitments

Scenario

You and your companion have been teaching เอก about the Word of Wisdom. In your last lesson, he talked with you about an addiction that he struggles with and how he wants to overcome it. In your lesson today, follow up on the commitments you extended to him in your last lesson and challenge him to set goals to continue to overcome his addiction.

Practice: With your companion, practice following up on the commitments you extended to เอก. Ask him when the last time he drank, smoked, etc. and help him set goals to break his addiction. when you are finished, switch roles and do it again.

Additional Scenario(s)

To help เอก find motivation and faith that he can overcome his addition, you decided to bring a member to your lesson that struggled with the same addiction. In the lesson, turn to the member and ask him to share his experience with overcome his bad habit and what helped him to overcome it.

Practice: With your companion, have one missionary take the role of เอก and the other of the member. As the member, bear your testimony about how you found strength through living the Gospel and how you know เอก can find that same strength to help him. When you are finished, switch roles and do it again.

Alternate Past Tense

Subject		Tense	Verb Phrase			
พี่		ได้	สวดอ้อนวอน		ไหม	ครับ/ค่ะ
You		*did*	*pray*		*yes/no?*	*(polite word)*
คุณ	(ไม่)	*ได้	สวดอ้อนวอน	(แล้ว)	(ไหม)	ครับ/ค่ะ
You (same age)	*(not)*	*did*	*pray*	*(already)*	*(yes/no?)*	*(polite word)*
พี่		เพิ่ง	อ่านพระคัมภีร์	เมื่อกี้	(หรือ)	
You (older)		*just barely*	*read the scriptures*	*a moment ago*	*(really?)*	
ผม			ไปโบสถ์			
I (m)			*go to church*			
ซิสเตอร์			อ่านเอกสาร			
I (f)			*read the pamphlet*			
ฉัน			เลิกดื่มเหล้า			
I (m/f)			*quit drinking alcohol*			
เขา			เลิกสูบบุหรี่			
He/she			*quit smoking*			
เรา			รู้สึกพระวิญญาณบริสุทธิ์			
We			*feel the Holy Ghost*			
			รับคำตอบ			
			receive an answer			

Q. พี่ได้ไปโบสถ์ไหมครับ/ค่ะ

Did you go to church?

A. ผม/ฉันได้ไปโบสถ์ครับ/ค่ะ

I did go to church.

A. ผม/ฉันไม่ได้ไปโบสถ์ครับ/ค่ะ

I didn't go to church.

***Note:** In using past tense, ได้ can be left out of the sentence.*

Function: Asking about and describing actions and events
Context: Following Up On Commitments

Scenario

You have been teaching พี่โอ for a couple of weeks now and he has been struggling to keep the commitments you extend to him. Today at the beginning of your lesson, you follow up on the commitment you extended him in your last visit and again he said he didn't do it. Help พี่โอ understand the importance of keeping those commitments by teaching him about the blessings he will receive by following them. When he understands the importance, re-commit him to follow the commitment.

Practice: With your companion, have one missionary take the role of พี่โอ and the other of the missionary. Start by following up with him by asking if he kept the commitment from your last visit. When he says no, teach him the importance of keeping these commitments and re-commit him. When you are finished, switch roles and do it again.

Additional Scenario(s)

Today in your follow up lesson with พี่โอ, you ask him if he kept the commitment, he says yes. Ask him to share his feeling that came by keeping that commitment and what blessings he has seen by doing it.

Practice: With your companion, have one missionary take the role of พี่โอ and the other of the missionary. Follow up with พี่โอ and ask him to share his feelings from keeping the commitment.

To Be Able (ได้, เป็น, ไหว)

Subject	Verb Phrase		"can"		
บราเดอร์	ช่วยส่งข้าวหน่อย		ได้	ไหม	ครับ/ค่ะ
Brother	*help pass the rice*		*can*	*yes/no?*	*(polite word)*
ผม	ช่วยส่งข้าวหน่อย	(ไม่)	ได้	(ไหม)	ครับ/ค่ะ
I (m)	*help pass the rice*	*(not)*	*can (ability to or permission to)*	*(yes/no?)*	*(polite word)*
คุณ	นั่งสมาธิ				
You	*sit cross legged*		เป็น		
ซิสเตอร์	ใช้ตะเกียบ		*can (to know how to)*		
I (f)/Sister	*use chopsticks*		ไหว		
บราเดอร์	ทำอาหารไทย		*can (physically able to)*		
Brother	*make Thai food*				
เอ็ลเดอร์	ทำอาหารฝรั่ง				
Elder	*make American food*				
	กินอาหารไทย				
	eat Thai food				
	กินอาหารเผ็ด				
	eat spicy food				
	กินอีกหน่อย				
	eat more				

Q. เอ็ลเดอร์ทำอาหารไทยเป็นไหมครับ
Elder, can you make Thai food?
A. ผมทำอาหารไทยไม่เป็นครับ
I can't make Thai food.
A. ผมทำอาหารไทยเป็นครับ
I can make Thai food.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Eating a meal at a member's house

Scenario

Brother ต้อม invited you and your companion over for Family Home Evening and to eat dinner with them. Brother ตอม and his wife love making food for the missionaries and having them try new foods that they have never had before. As they offer you food, be courteous and polite and make sure that you try everything that they offer you.

Practice: Have one missionary take the role of Brother ต้อม and the other be the missionary. Practice asking and answering questions about the food and how you like it. After you are finished, switch roles and do it again.

Additional Scenario(s)

You were recently transferred to a new area and on your first Sunday there, the bishop invited you over to his house for dinner to get to know you. As you are still at church, he asks you what kind of food you like so he will know what to prepare for dinner.

Practice: With your companion, have one missionary take the role of the bishop and the other of the missionary. As the bishop, ask the missionary questions about the type of food they would like to have for dinner. Once you are finished, switch roles and do it again.

Have Ever (เคย)

Subject		Helping Verb	Verb Phrase		
ผม		เคย	พูดกับผู้สอนศาสนา		ครับ/ค่ะ
I (m)		*have*	*talked with missionaries*		*(polite word)*
ผม	(ไม่)	<u>เคย</u>	ไปโบสถ์	(ไหม)	ครับ/ค่ะ
I (m)	*(not)*	*used to/ have ever*	*gone to church*	*(yes/no?)*	*(polite word)*
ซิสเตอร์			อ่านพระคัมภีร์		
I (f)			*read scriptures*		
คุณ			พูดกับผู้สอนศาสนา		
You (same age)			*talked with missionaries*		
พี่			ศึกษาเกียวกับพระเยซูคริสต์		
You (older)			*studied about Jesus Christ*		
เรา			สวดอ้อนวอนถึงพระผู้เป็นเจ้า		
We			*prayed to God*		
เขา			สงสัยว่า	เรามาจากที่ไหน	
He/she			*wondered*	*where do we come from?*	
				เราอยู่ที่นี่ทำไม	
				why are we here?	
				เราจะไปที่ไหน	
				where we are going?	

Q. พี่เคยสวดอ้อนวอนถึงพระผู้เป็นเจ้าไหมครับ
Have you ever prayed to God?
A. ผมเคยสวดอ้อนวอนถึงพระผู้เป็นเจ้าครับ
I have prayed to God.
A. ผมไม่เคยสวดอ้อนวอนถึงพระผู้เป็นเจ้าครับ
I have never prayed to God.

Scenario

เอก is a new investigator that you have just recently met. He doesn't have a family and he works in the อีสาน as a ตุก ๆ driver. You are unsure of his religious background, but when you met him he said he loves Jesus Christ and has been to a Christian church before. Before you begin teaching, ask him questions to find out more about what he believes and what he knows about Christianity.

Practice: With your companion, have one missionary take the role of เอก and the other of the missionary. Get to know เอก better by asking him questions about his religious background so you can better teach according to his needs. After you have finished, switch roles with your companion and do it again.

Additional Scenario(s)

พี่อู has been learning with you for a couple of weeks now, but he is still struggling to find his answer that your message is true. He wants to believe and has a great desire to learn, but he sometimes feels like God isn't listening. พี่อู says he has prayed many times but doesn't feel like he is getting an answer.

Practice: With your companion, have one missionary take the role of พี่อู and the other of the missionary. Help พี่อู recognize how the Spirit communicates with us and in what ways his answer will come. Ask him questions to help you understand what kind of experiences he has had in the past with prayer and ask him to share what he believes. Once you have gone through the scenario, switch roles and do it again.

Future/Present Progressive Tenses

Subject	Tense	**Verb Phrase**			
เขา	กำลัง	ไปโบสถ์	เป็นประจำ		ครับ/ค่ะ
He	*is currently*	*going to church*	*regularly*		*(polite word)*
เรา	จะ	ทำอะไร	(เป็นประจำ)	(ไหม)	ครับ/ค่ะ
We	*will*	*to do what?*	*(regularly)*	*(yes/no?)*	*(polite word)*
ผม/ซิสเตอร์	กำลังจะ	อ่านพระคัมภีร์			
I (m/f)	*am about to*	*read the scriptures*			
(พวก)เขา	กำลัง	สวดอ้อนวอน			
He/she	*am currently*	*pray*			
คุณ		ไปโบสถ์			
You (same age)		*go to church*			
พี่		ก้าวหน้า			
You (older)		*progress*			
พี่ติ๊ก		รักษาคำมั่นสัญญา			
phîi tík		*keep the commandments*			
พี่หน่อย		เตรียมรับบัพติศมา			
phîi nɔ̀ɔy		*prepare for baptism*			
		สอนพี่ติ๊ก			
		teach phîi tík			

Q. เราจะทำอะไรครับ/ค่ะ

What are we going to do?

A. เรากำลังจะสวดอ้อนวอนครับ/ค่ะ

We are about to pray.

A. เรากำลังสวดอ้อนวอนครับ/ค่ะ

We are currently praying.

Function: Asking about and describing actions and events
Context: Planning

Scenario

You and your companion are having a planning session to determine how to best help your investigator progress towards baptism.

Practice: Choose one of your progressing investigators and plan together how you will help them prepare to be baptized. Discuss their progress so far including how they have kept their commitments and how you feel they are receiving the message. Plan how you will continue to help them progress towards baptism by considering the doctrines you will teach, the members you will involve, and other important experiences you will help them have over the next several weeks.

Additional Scenario(s)

The ward mission leader, Brother บอล, is very eager to help your investigators. He called you tonight to follow up on the progress of one of your investigators that is close to being baptized and to see if he can help in any way.

Practice: With your companion, have one missionary take the role of Brother บอล and the other of the missionary. Brother บอล will pick one of your companionship's progressing investigators and ask about their progress. Once you are finished, switch roles and do it again.

Present Perfect Continuous (มา, ได้)

Subject	Verb Phrase	"and still am"	Time	"already"	
ผม	เป็นผู้สอนศาสนา	มา	สามเดือน	แล้ว	ครับ/ค่ะ
I	*have been a missionary*	*(and still am)*	*three months*	*already*	*(polite word)*
เรา	เป็นผู้สอนศาสนา	มา	นานเท่าไร	แล้ว	ครับ/ค่ะ
We	*have been a missionary*	*(and still am)*	*how long*	*already*	*(polite word)*
ผม	เป็นสมาชิก	ได้	กี่ปี		
I (m)	*have been a member*	*(and still am)*	*how many years*		
เอ็ลเดอร์	อยู่ประเทศไทย		หนึ่งปี		
Elder	*have been in Thailand*		*one year*		
ซิสเตอร์	เรียนภาษาไทย		สองปี		
Sister/I (f)	*have learned Thai*		*two years*		
บราเดอร์	ทำงานที่นั่น		สี่อาทิตย์		
Brother	*have worked there*		*four weeks*		
พี่	พักอยู่ที่นี่		สามเดือน		
You (older)	*have lived here*		*three months*		
	ขับรถแท็กซี่		นาน		
	have driven a taxi		*a long time*		
	วิ่งแท็กซี่		กี่ชั่วโมง		
	have been driving taxi		*how many hours*		

Q. บราเดอร์เป็นสมาชิกมากี่ปีแล้วครับ/ค่ะ
How long have you been a member?
A. ผมเป็นสมาชิกมาสองปีแล้วครับ
I have been a member for two years now.
A. ผมเป็นสมาชิกได้สองปีแล้วครับ
I have been a member for two years now.

Function: Asking about and describing objects, people, and their characteristics
Context: Getting to know someone's background

Scenario

You and your companion are riding in a taxi on your way to an appointment. As you are sitting in the taxi, you start inviting the taxi driver who is amazed at how well you can speak Thai. In order to get to know the taxi driver better, you ask him how long he has been a taxi driver and other questions about his life. After you have learned a lot about him, give him a pass along card and invite him to learn more.

Practice: With your companion, practice getting to know the taxi driver by asking him questions from the grammar มา, ได้. Take turns being the missionary and the taxi driver and go back and forth with asking questions to get to know each other.

Additional Scenario(s)

You have just been transferred to a new area and it's your first Sunday there at church. To get to know the members you and your companion go around and introduce yourselves after church. As you are talking with them, ask them questions to get to know their background information and why they became members.

Practice: With the district, have half of the missionaries be members and the other half be the missionaries. Go around introducing yourself and get to know the members. After you have gotten to know a lot of the members, switch roles and do it again.

To Continue (ต่อไป)

Subject	Helping Verb	Verb Phrase		Adverb		
พี่	จะ	สวดอ้อนวอน		ต่อไป	ไหม	ครับ/ค่ะ
You	*will*	*pray*		*continue*	*yes/no?*	*(polite word)*
พี่	จะ	สวดออนวอน		ต่อไป	(ไหม)	ครับ/คะ
You (older)	*will*	*pray*		*continue*	*(yes/no?)*	*(polite word)*
คุณ	ควร	ศึกษาพระคัมภีร์				
You (same age)	*should*	*study the scriptures*				
เรา	ต้อง	ทำตามศาสดาพยากรณ์				
We	*need*	*follow the prophet*				
ผม		รักษา	พระคำแห่งปัญญา			
I (m)		*keep/uphold*	*the Word of Wisdom*			
ซิสเตอร์			พระบัญญัติสิบประการ			
I (f)			*the Ten Commandments*			
เขา			วันสะบาโตให้ศักดิ์สิทธิ์			
He/she			*the Sabbath Day holy*			
			กฎแห่งความบริสุทธิ์ทางเพศ			
			the Law of Chastity			
			กฎส่วนสิบ			
			the Law of Tithing			

Q. พี่จะรักษาพระคำแห่งปัญญาต่อไปไหมครับ/ค่ะ
Will you continue to keep the Word of Wisdom?
A. ผมจะรักษาพระคำแห่งปัญญาต่อไปครับ
I will continue to keep the Word of Wisdom.
A. ผมจะไม่รักษาพระคำแห่งปัญญาต่อไปครับ
I will not continue to keep the Word of Wisdom.

Function: Asking about and describing actions and events
Context: Teaching the Commandments

Scenario

พี่ดม is really excited to learn about the different commandments that our church teaches and as you share these commandments with him, he is very willing to follow them. Today in your lesson, follow up with พี่ดม on the commandments that you have taught him and commit him to continue to keep those commandments.

Practice: With your companion, have one missionary take the role of พี่ดม and the other of the missionary. Practice following up with พี่ดม and committing him to continue to keep the commandments. When you are finished, switch roles and do it again.

Additional Scenario(s)

พี่เอ has been struggling to read the Book of Mormon every day. He always reads the assigned chapters that you give him but he doesn't know where to read when he is finished with those passages. Teach พี่เอ the importance of studying the scriptures often and challenge him to start reading the Book of Mormon from the beginning and to continue to read it every day.

Practice: With your companion, have one missionary take the role of พี่เอ and the other of the missionary. Practice teaching พี่เอ the importance of regular scripture study and challenge him to continue to read every day. When you are finished, switch roles and do it again.

Until (จน, จนถึง)

Subject		Verb Phrase	"Until"	Time	
เรา	จะ	วางแผน	จนถึง	เที่ยง	ครับ/ค่ะ
We	*will*	*plan*	*until*	*noon*	*(polite word)*
เรา	(จะ)	ศึกษาส่วนตัว	จนถึง	กี่โมง	ครับ/ค่ะ
We	*(will)*	*have personal study*	*until (time)*	*what time?*	*(polite word)*
คุณ		ศึกษาเป็นคู่	จน	เมื่อไร	
You		*have companion study*	*until (event)*	*when?*	
ผม		ศึกษาภาษา		เที่ยง	
I (m)		*have language study*		*noon*	
ซิสเตอร์		กินข้าว		แปดโมงครึ่งตอนช้าว	
I (f)		*eat rice*		*8:30 a.m.*	
		เชื้อเชิญ		ห้าโมงเย็น	
		invite		*5 p.m.*	
		รับใช้		สามทุ่ม	
		do service		*9 p.m.*	
		ออกกำลังกาย		นัดของเรา	
		exercise		*our appointment*	
		วางแผน		เราต้องศึกษา	
		plan		*we have to study*	

Q. คุณอยากเชื้อเชิญจนถึงกี่โมงครับ
When do you want to invite till?
A. ผมอยากเชื้อเชิญจนถึงห้าโมงเย็นครบ
I want to invite until 5 p.m.
A. ผมอยากเชื้อเชิญจนนัดของเราครับ
I want to invite until our appointment.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Planning

Scenario

You and your companion have just started nightly planning with a full day ahead of you tomorrow. Following the guidelines in Preach My Gospel, you begin with a prayer and start planning meaningful activities for every hour of the day.

Practice: With your companion, discuss what activities you will do tomorrow to prepare to teach, help your investigators progress, and find new investigators. Plan specific activities for each hour of the day.

Additional Scenario(s)

You met a man outside the church that seemed interested in what Christians do. You offered to give him a tour of the church, and he accepted. This morning, he met you and your companion at the church and wants you to show him around.

Practice: With your companion, have one missionary take the role of the man and the other of the missionary. Give the man a tour of the church and of the different rooms. Explain about each meeting and how long each meeting lasts. At the end, invite the man to attend church with you on Sunday.

If…then…(ถ้า...ก็...)

"If"	Subject		Verb Phrase	Noun	"then"		Verb Phrase		
ถ้า	คุณ		อ่านพระคัมภีร์	คุณ	ก็	จะ	ได้รับพร		ครับ/ค่ะ
If	*you*		*read the scriptures*	*you*	*then*	*will*	*receive blessings*		*(polite word)*
ถ้า	คุณ		อ่านพระคัมภีร์	คุณ	*(ก็)		ได้รับพร	(ไหม)	ครับ/ค่ะ
If	*you (same age)*		*read the scriptures*	*you (same age)*	*(then)*		*receive blessings*	*(yes/no?)*	*polite word*
	พี่	(ไม่)	สวดอ้อนวอน	พี่		(จะ)	ได้รับคำตอบ		
	you (older)	*(don't)*	*pray*	*you (older)*		*(will)*	*receive an answer*		
	ผม		ไปโบสถ์	ผม		(จะไม่)	รู้ด้วยตนเอง		
	I (m)		*go to church*	*I (m)*		*(will not)*	*know for yourself*		
	ซิสเตอร์		รับบัพติศมา	ซิสเตอร์			ได้รับการปลดบาป		
	I (f)/Sister		*get baptized*	*Sister/ I (f)*			*receive a remission of your sins*		
	บราเดอร์		รักษาวันสะบาโตให้ศักดิ์สิทธิ์	บราเดอร์			รู้สึกความรักของพระผู้เป็นเจ้า		
	Brother		*keep the Sabbath Day holy*	*Brother*			*feel the love of God*		
	ติ๊ก		รักษาพระคำแห่งปัญญา	ติ๊ก			เข้าใจพระประสงค์ของพระผู้เป็นเจ้า		
	Tik		*Keep the Word of Wisdom*	*Tik*			*understand the will of God*		
			แบ่งปันพระกิตติคุณ				ช่วยครอบครัวมาสู่พระคริสต์		
			share the Gospel				*help your family come unto Christ*		
			รักษาพระบัญญัติ				มีสุขภาพที่ดี		
			keep the commandments				*have good health*		

Q. ถ้าผมสวดอ้อนวอน ผมจะได้รับคำตอบไหมครับ
If I pray, will I receive an answer?
A. ถ้าคุณสวดอ้อนวอน คุณก็จะได้รับคำตอบครับ
If you pray, you will receive an answer.
A. ถ้าคุณไม่สวดอ้อนวอน คุณก็จะไม่ได้รับคำตอบครับ
If you don't pray, you won't receive an answer.

***Note:** *Do not use* ก็ *when asking a question.*

Function: Asking and answering quetions of cause and effect
Context: Promising blessings

Scenario

You and your companion have been meeting with an investigator named ติ๊ก who has been learning with you for a couple of weeks now. He likes the things that you have taught him but he doesn't quite understand how it can help him. He feels like they are all good things and every religion teaches to be good.

Practice: With your companion, have one missionary take the role of ติ๊ก and the other of the missionary. Help ติ๊ก understand how the Gospel pertains to him and how it can help him. Promise him specific blessings that he will receive if he keeps the commitments that you have extended to him. After promising blessings, recommit ติ๊ก to read the Book of Mormon, pray, go to church, etc. After you are finished, switch roles and do it again.

Additional Scenario(s)

You and your companion are at Brother พิเชด's house sharing the story of Lehi's Dream and talking about the importance of sharing the Gospel. Brother พิเชด says he has friends that he thinks might be interested to learn, but he is too afraid to approach them. Help Brother พิเชด to have the courage to share the Gospel by promising him blessings if he does.

Practice: With another companionship, read selected scriptures out of 1 Nephi 8 about Lehi's Dream and promise Brother พิเชด blessings if he shares the Gospel with his friends and family. After you are finished, switch roles and do it again.

Expressing Movement (ไป, มา)

Subject		**Verb**	**"go/come"**		**Location**		
พระเยซูคริสต์		ลง	มา		บนโลก		ครับ/ค่ะ
Jesus Christ		*down*	*come*		*on earth*		*(polite word)*
เรา	(จะ)	กลับ	*ไป	**(จาก)	โลกก่อนเกิด	(ไหม)	ครับ/ค่ะ
We	*will*	*return*	*go*	*(from)*	*pre-earth life*	*(yes/no?)*	*(polite word)*
พระเยซูคริสต์	(จะไม่)	เข้า	*มา		สวรรค์		
Jesus Christ	*(will not)*	*enter*	*come*		*heaven*		
อาดัมและเอวา		ออก			บนโลก		
Adam and Eve		*exit*			*on earth*		
ซาตาน		ขึ้น			โลกแห่งวิญญาณ		
Satan		*up*			*The Spirit World*		
วิญญาณ		ลง			อยู่กับครอบครัว		
Spirit		*down*			*with family*		
		ตก			ที่ประทับของพระองค์		
		fall			*presence of God*		
					รวมกับร่างกาย		
					return with body		
					สวนอีเดน		
					Garden of Eden		
					อาณาจักรของพระองค์		
					Kingdom of God		

Q. เราจะขึ้นไปสวรรค์ไหมครับ/ค่ะ
Will we go up to heaven?
A. เราจะขึ้นไปสวรรค์ครับ/ค่ะ
We will go up to heaven.

****Note:** *Use* จาก *only when something is leaving from somewhere*

***Note:** ไป *and* มา *are directional verbs. Use* ไป *when the action is moving away from the speaker and use* มา *when the action is moving towards the speaker.*

Function: Asking about and expressing actions and events
Context: Teaching about the Plan of Salvation

Scenario

A member, Sister ติ๊ก, has invited you over to her house to introduce you to her neighbors. The family is Buddhist but they are interested to learn more about Christian beliefs. Sister ติ๊ก has talked to them about the Gospel before and she feels like they would be welcoming to your visit. The couple that Sister ติ๊ก wants to introduce you to has three small children and their family is very important to them.

Practice: Pairing off with another companionship, have one companionship take the role of Sister ติ๊ก's friends and the other companionship be the missionaries. Teach the investigators about how we are able to have eternal families by teaching the Plan of Salvation. Before jumping into the lesson, give them a simple overview to help them better understand what you are teaching. When you are finished, switch roles and do it again.

Additional Scenario(s)

As you are teaching พร, help him understand the big picture of the Plan of Salvation by giving him a simple overview of the lesson.

Practice: With your companion, have one missionary take the role of the missionary and the other of the investigator. Using the Plan of Salvation pamphlet, give your investigator a simple overview of the Plan of Salvation with the help of this grammar principle. When you are finished, switch roles and do it again.

To Bring and To Take

Subject			Verb	Noun	Verb	Location	
ผม	ควร	จะ	พา	เพื่อน	มา	โบสถ์	ครับ/ค่ะ
I	*should*	*will*	*bring*	*a friend*	*to come*	*to church*	*(polite word)*
ผม	(ควร)	(จะ)	เอา	อะไร	ไป	โบสถ์	ครับ/ค่ะ
I (m)	*(should)*	*(will)*	*to take/bring objects*	*what*	*away from speaker (go)*	*church*	*(polite word)*
ซิสเตอร์				ครอบครัว		กับคุณ	
I (f)			พา	*family*		*with you (same age)*	
เรา			*to take/bring people*	เพื่อน	มา	กับพี่	
We				*a friend*	*towards speaker (come)*	*with you (older)*	
คุณ			นำ	แฟน		กับพ่อ	
You (same age)			*to take/bring abstract nouns*	*spouse*		*with you (father's age)*	
พี่				พระคัมภีร์		กับแม่	
You (older)				*scriptures*		*with you (mother's age)*	
พ่อ				เน็คไท		กับผม	
You (father's age)				*neck tie*		*with me*	
แม่				ความเต็มใจเรียน			
You (mother's age)				*willingness to learn*			
				คำถาม			
				questions			

Q. ผมควรจะเอาอะไรไปโบสถ์ครับ
What should I take to church?
A. พี่ควรจะเอาพระคัมภีร์ไปโบสถ์ครับ
You should take your scriptures to church.
A. พี่ควรจะพาแฟนไปโบสถ์ครับ
You should take your spouse to church.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about church

Scenario

พ่อบุญส่ง has never been to church before but he has committed to come to church with you this Sunday. He is a little nervous about it because he doesn't know what to expect. As you are teaching him today, he asks you what he needs to do to prepare and what he needs to take with him.

Practice: With your companion, have one missionary take the role of พอบุญสง and the other of the missionary. Help พอบุญสง prepare to go to church this Sunday by explaining the different things that he will need to bring with him. Once you are finished with the scenario, switch roles and do it again.

Additional Scenario(s)

You have invited one of your investigators to the church to give him a tour of the building. He has never been in a Christian church before and is curious about everything that happens there. As you are talking together, you invite him to attend church with you this Sunday. He seems interested to come and asks you what he would need to bring with him if he came.

Practice: With your companion, have one missionary be the investigator and the other be the missionary. As the missionary, take your investigator on a tour of the church and invite him to church this Sunday. Explain what he should expect and what he will need to bring with him when he comes. Once you are finished, switch roles and do it again.

Comparing Quality/Quantity (เหมือน/เท่า)

Subject			Verb	Adverb	"with"	Noun		
แอลมา			กลับใจ	เหมือน	กับ	พี่		ครับ/ค่ะ
Alma			*repent*	*like*	*with*	*you*		*(polite word)*
นีไฟ			กลับใจ	เหมือน	กับ	พี่	(ไหม)	ครับ/ค่ะ
Nephi			*to repent*	*like (quality)*	*with*	*you*	*(yes/no?)*	*(polite word)*
แอลมา			ใช้ศรัทธา	เท่า				
Alma			*to use faith*	*equal (quantity)*				
อบินาได			เชื่อฟัง					
Abinadi			*to obey*					
โมโรไน			มั่นคง					
Moroni			*to be steadfast*					
นีไฟ	และ	พี่	รับบัพติศมา	เหมือน	กัน			
Nephi	*and*	*you*	*to be baptized*	*like/same (quality)*	*eachother*			
แอลมา			มีความยากลำบาก	เท่า				
Alma			*to have hardships*	*equal (quanitity)*				
อบินาได			สูง					
Abinadi			*to be tall*					
โมโรไน			มีอายุ					
Moroni			*to have age*					

Q. อบินาไดมีความยากลำบากเหมือนกับผมไหมครับ
Abinadi had hardships like me?
A. อบินาไดและพี่มีความยากลำบากเหมือนกันครับ
Abinadi and you had harships like eachother.
A. อบินาไดมีความยากลำบากเหมือนกับพี่ครับ
Abinadi had harships like you.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Likening scriptures to your investigators

Scenario

พี่ตู is a young man from Bangkok that you have been teaching for serveral months now. He loves the gospel and is very excited about his goal to be baptized, but he has continually struggled to quit smoking. You and your companion have decided to teach a lesson about faith and miracles. You want to help พี่ตู have the faith that, with the Lord's help and his efforts, anything is possible.

Practice: Have one missionary take the role of พี่ตู, while the other takes the role of the missionary. The missionary selects ahd shares a scripture story that he feels will help increase พี่ตู's faith. Once you have finished, switch roles and do it again.

Additional Scenario(s)

เป้ has been an investigator for many months now, but he hasn't had the courage to talk with his parents about getting their permission to be baptized. He is 18 years old and has a strong testimony, but he's afraid of what his parents will say if he tells them about his desire to become a Christian.

Practice: Have one missionary take the role of เป้, while the other takes the role of the missionary. The missionary selects and shares a scripture story that he feels will help increase เป้'s faith, and give him courage to share his feelings about the Gospel with his parents. Once you have finished, switch roles and do it again.

Comparing –er than (กว่า)

Subject				Verb		Adverb	er than	Noun					
คนที่	ไป	อาณาจักร	ซิเลสเชียล	เชื่อฟัง		มาก	กว่า	คนที่	ไป	อาณาจักร	เทอร์เรสเตรียล	ไหม	ครับ/ค่ะ
people that	*go*	*kingdom*	*Celestial*	*obey*		*more*	*–er than*	*people that*	*go*	*kingdom*	*Terrestrial*	*yes/no?*	*(polite word)*
คนที่	ไป	อาณาจักร	ซิเลสเชียล	มี	ความสุข	มาก	กว่า	คนที่	ไป	อาณาจักร	ซิเลสเชียล	ไหม	ครับ/ค่ะ
people that	*go*	*kingdom*	*Celestial*	*have*	*happiness*	*more*	*-er than*	*people that*	*go*	*kingdom*	*Celestial*	*(yes/no?)*	*(polite word)*
			เทอร์เรสเตรียล		ความสว่าง	น้อย					เทอร์เรสเตรียล		
			Terrestrial		*brightness*	*less*					*Terrestrial*		
			ทีเลสเชียล		รัศมีภาพ						ทีเลสเชียล		
			Telestial		*glory*						*Telestial*		
			ชั้นสูง		ความชอบธรรม						ชั้นสูง		
			highest		*righteousness*						*highest*		
			ชั้นกลาง		ความซื่อสัตย์						ชั้นกลาง		
			middle		*faithfulness*						*middle*		
			ชั้นต่ำ	เชื่อฟัง							ชั้นต้น		
			lowest	*obey*							*lowest*		
	(ไม่)	ยอมรับ	พระคริสต์	ทำตามพระคริสต์					(ไม่)	ยอมรับ	พระคริสต์		
	don't	*accept*	*Christ*	*follow Christ*					*don't*	*accept*	*Christ*		
		รับใช้	คนอื่น	รักษาพระบัญญัติ						รับใช้	คนอื่น		
		serve	*other people*	*keep the commandments*						*serve*	*other people*		

Q. คนที่ไปอาณาจักรซิเลสเชียลมีความสุขมากกว่าคนที่ไปอาณาจักรเทอร์เรสเตรียลไหมครับ/ค่ะ

Do people that go to the Celestial Kingdom have more happiness than people that go to the Terrestrial Kingdom?

A. คนที่ไปอาณาจักรซิเลสเชียลมีความสุขมากกว่าคนที่ไปอาณาจักรเทอร์เรสเตรียลครับ/ค่ะ

People that go to the Celestial Kingdom have more happiness than people that go to the Terrestrial Kingdom.

A. คนที่ไปอาณาจักรเทอร์เรสเตรียลมีความสุขน้อยกว่าคนที่ไปอาณาจักรซิเลสเชียลครับ/ค่ะ

People that go to the Terrestrial Kingdom have less happiness than people that go to the Terrestrial Kingdom.

Function: Asking and answering questions of contrasting attitudes, emotions, end feelings
Context: Teaching about the Kingdoms of Glory

Scenario

พี่หน่อย has grown up Buddhist and she has always believed that at the end of this life, our goal is to reach Nirvana. Today as you are teaching the Plan of Salvation, she asks where you believe we go after we die. Teach พี่หน่อย that Heavenly Father has a plan for us to return to live with him in his kingdom. Help her gain a testimony of the things she needs to do to fulfill God's plan for her.

Practice: With your companion, have one missionary take the role of พี่หน่อย and the other of the missionary. With the help of this grammar principle, teach พี่หน่อย the differences between the three Kingdoms of Glory and bear your testimony that this is God's plan for us. When you are finished, switch roles and do it again.

Additional Scenario(s)

ติ๊ก is a new investigator that has had a lot of hardships in his life. Because of sickness and complications, he has lost both his father and brother to disease. He is struggling to understand the purpose of life and he wonders if he will every have the chance to see his family again.

Practice: With your companion, have one missionary take the role of ติ๊ก and the other of the missionary. Help ติ๊ก understand that there is life after death and that we have the potential to live with our families forever in the Celestial Kingdom. When you are finished, switch roles and do it again.

Comparing Increase/Decrease (ขึ้น/ลง)

	Subject		**Verb**					**Adjective**	**Adverb**		
เมื่อ	พี่		สวดอ้อนวอน	พี่	จะ	มี	การล่อลวง	น้อย	ลง		ครับ/ค่ะ
When	*you*		*pray*	*you*	*will*	*have*	*temptation*	*few (less)*	*down*		*(polite word)*
เมื่อ	พี่	(ไม่)	สวดอ้อนวอน	พี่	จะ	มี	พระวิญญาณ	มาก	*ขึ้น	(ไหม)	ครับ/ค่ะ
When	*you (older)*	*(don't)*	*pray*	*you (older)*	*will*	*have*	*Spirit*	*much (more)*	*up*	*(yes/no?)*	*(polite word)*
ถ้า	เรา		พึ่งพาพระองค์	เรา		รู้สึก	สุขภาพ	หนัก			
If	*we*		*rely on God*	*we*		*feel*	*health*	*heavy (heavier)*			
	ผม		ไปโบสถ์	ผม			ภาระ	ดี			
	i (m)		*go to church*	*I (m)*			*burdens*	*good (better)*			
	ซิสเตอร์		เชื่อฟัง	ซิสเตอร์			การล่อลวง	เพิ่ม			
	I (f)		*obey*	*I (f)*			*temptation*	*add (increase)*			
	ฉัน		สูบบุหรี่	ฉัน			ความสุข	น้อย	*ลง		
	I (m/f)		*smoke*	*I (m/f)*			*happiness*	*few (less)*	*down*		
			กินเหล้า				ความช่วยเหลือ	เบา			
			drink alcohol				*help*	*light (lighter)*			
			ทำบาป				ความแข็งแรง	แย่			
			sin				*strength*	*bad (worse)*			
			ทำตามพระองค์				อิทธิพลของพระองค์	ลด			
			follow Him				*influence of God*	*reduce (decrease)*			

Q. ถ้าผมทำตามพระองค์ ผมจะมีความแข็งแรงมากขึ้นไหมครับ
If I follow Him, will I have more strength?
A. ถ้าพี่ทำตามพระองค์ พี่จะมีความแข็งแรงมากขึ้นครับ/ค่ะ
If you follow Him, you will have more strength.
A. ถ้าพี่ไม่ทำตามพระองค์ พี่จะมีความแข็งแรงน้อยลงครับ/ค่ะ
If you don't follow Him, you will have less strength.

***Note:** ขึ้น *can only be used with positive words.* ลง *can only be used with negative words.*

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Teaching about the Word of Wisdom

Scenario

You and your companion have started teaching a man named พร and each time you have gone to teach him, you have noticed that he smells like cigarette smoke. As you are teaching him today, you feel inspired to talk about the Word of Wisdom and commit him to quit smoking. At first he didn't believe he could do it, but after giving him encouragement and promising blessings, he said he would give it a try.

Practice: With your companion, practice teaching about the Word of Wisdom by using this grammar principle. Have one missionary take the role of พร and the other as the missionary. Help explain what will happen if he relies on God and prays for help.

Additional Scenario(s)

It has been two weeks since you committed พร to live the Word of Wisdom, and today in the lesson you ask him how he has been feeling and what he has been doing to keep the Word of Wisdom.

Practice: Have one missionary take the role of พร and the other of the missionary. Practice asking follow up questions about how he has been doing with quitting smoking and ask what he has done to help him.

Thai has two patterns for passive voice in which the first pattern is generally restricted to sentences with a negative connotation. "Jesus Christ was wicked men killed" (SUBJECT+ PASSIVE-MARKER + AGENT + VERB). In speech, this form is rarely used. The second pattern for passive voice is much more commonly used and it usually carries a neutral or positive connotation. "The Gospel was restored by Joseph Smith" (SUBJECT + PASSIVE-MARKER + VERB/NOUN + "BY" + AGENT). If the agent is not given, it may be dropped from the sentence. Have the missionaries change the examples listed below to Thai passive voice.

Part 1: Change from active to passive voice.

"Jesus Christ was killed by wicked men."

Wicked men killed Jesus Christ.

Missionaries taught me.

God removed the priesthood from the Earth.

A loving Heavenly Father restored the Gospel.

Heavenly Father chose Jesus Christ.

Moroni buried the Gold Plates.

The Spirit led Nephi.

The Lord blessed the children.

Alma taught them by the waters of Mormon.

The stripling warriors respected Helaman.

Satan tempted Jesus Christ.

King Noah killed Abinadi.

The Lord touched the three Nephites.

John the Baptist baptized Jesus Christ.

Part 2: Change from English passive to Thai Passive. ***"I was dog bit."***

I was bitten by a dog.

Prophets were called of God.

The scriptures were written by the prophets.

I was called by the Prophet.

Nephi was mocked by his brothers.

Joseph Smith was persecuted.

Alma was harrowed up by his sins.

The Nephites were destroyed.

Mormon was called at the age of 10.

Lehi was asked to go to the Promised Land.

Satan was cast out by the Savior.

The Lord was revealed to the brother of Jared.

The Lord was followed by the apostles.

The commandments were given by the Lord.

Passive Voice

Subject	Passive Marker	Verb/Noun	"by"	Noun		
ฐานะปุโรหิต	ได้รับ	การฟื้นฟู	โดย	โจเซฟ สมิธ		ครับ/ค่ะ
The Priesthood	*received*	*restoration*	*by*	*Joseph Smith*		*(polite word)*
โจเซฟ สมิธ	ได้รับ	*(การ)เรียก	จาก	พระผู้เป็นเจ้า	(ไหม)	ครับ/ค่ะ
Joseph Smith	*was/received*	*(calling) called*	*from*	*God*	*(yes/no?)*	*(polite word)*
ศาสนจักร	ถูก	(คำ)ตอบ	โดย	โจเซฟ สมิธ		
The Church	*was, were*	*(an answer) answered*	*by*	*Joseph Smith*		
ฐานะปุโรหิต		(การ)ฟื้นฟู	โดยผ่าน	คนชั่วร้าย		
The Priesthood		*(restoration) restored*	*through*	*evil people*		
ความจริง		(การ)แปล	อย่างไร			
Truth		*(translation) translated*	*how?*			
พระกิตติคุณ		(การ)ข่มเหง				
The Gospel		*(persecution) persecuted*				
แผ่นจารึกทองคำ		ฆ่า				
The Golden Plates		*killed*				
คำสวดอ้อนวอนของโจเซฟ สมิธ		บิดเบือน				
Joseph Smith's prayer		*distorted*				
พระเยซูคริสต์						
Jesus Christ						

Q. พระกิตติคุณ<u>ได้รับ</u>การฟื้นฟูอย่างไรครับ/ค่ะ
How was the Gospel restored?
A. พระกิตติคุณ<u>ได้รับ</u>การฟื้นฟู โดยผ่านทางโจเซฟ สมิธครับ/ค่ะ
The Gospel was restored through Joseph Smith.

***Note:** *It is necessary to use (*การ*) and (*คำ*) when you use* ได้รับ *in the sentence.*

Function: Asking about and describing actions and events
Context: Teaching about the Restoration and Joseph Smith

Scenario

You are teaching the Restoration to your investigators, พี่แจ๊ค and his wife พี่ตุ๊ก. They are both Buddhist but have heard a little bit about Christianity from their Christian friends. At the beginning of the lesson, they ask if you are Protestant or Catholic. When you answer by saying that you are neither, they reply by asking, “Then what are you?”

Practice: Pairing off with another companionship, have one companionship take the role of พี่แจ๊ค and พี่ตุ๊ก and the other companionship be the missionaries. Teach พี่แจ๊ค and พี่ตุ๊ก about the Restoration and Joseph Smith to help them see that the Priesthood has been restored after being lost for hundreds of years. Once you are finished, switch roles and do it again.

Additional Scenario(s)

As you and your companion are inviting down the streets of Bangkok, you stop and talk to a man that is waiting at a bus stop. He seems to be a very friendly person and is interested in talking to you, but once you introduce yourself as a missionary from the Church of Jesus Christ of Latter-day Saints, he quickly responds by saying that every church teaches people to be good, and that since all churches are good, it doesn’t matter which one you belong to as long as you’re a good person.

Practice: With your companion, have one missionary take the role of the man at the bus stop and the other of the missionary. Teach this man about the importance of the Restoration and how there is only one true church on the earth. When you are finished, switch roles and practice again.

Only (เดียว)

Subject		Verb	Classifier	"only one"	Verb Phrase		
พระเยซูคริสต์		เป็น	องค์	เดียว	ที่ชดใช้บาปของเราได้		ครับ/ค่ะ
Jesus Christ		*was*	*royal being*	*only one*	*that atone for our sins can*		*(polite word)*

พระเยซูคริสต์	(จะ)	เป็น	องค์	เดียว	ที่ชดใช้บาปของเราได้	หรือ	ครับ/ค่ะ
Jesus Christ	*(will)*	*is/was*	*(classifier for) royal beings*	*only one*	*that atone for our sins can*	*(right?)*	*(polite word)*
ชีวิตนี้	(ไม่)	อยู่	คน		ที่ช่วยเราได้รับความรอด	ใช่ไหม	
This life	*(not)*	*are (located)*	*(classifier for) people*		*that can help us receive salvation*	*(right?)*	
เรา	(จะไม่)	มี			ที่ไม่เคยทำบาป		
We	*(will not)*	*have*			*that has never sinned*		
บัพติศมา		รับบัพติศมา	ครั้ง		ในชีวิตของเรา		
Baptism		*be baptized*	*(classifier for) time instance*		*in life of ours*		
					เมื่อเรารู้สึกท้อถอย		
					when we feel discouraged		
			ชีวิต		ที่จะเตรียมพบพระผู้เป็นเจ้า		
			(classifier for) life		*in order to prepare to meet God*		
					ที่นำไปสู่ชีวิตนิรันดร์		
			ทาง		*that leads to eternal life*		
			(classifier for) way path		ที่เอาชนะ	ความตายทางวิญญาณได้	
					that overcome	*death spiritually could*	
						ความตายทางร่างกายได้	
						death physically could	
						บาปได้	
						sin could	

Q. พระเยซูคริสต์เป็นองค์เดียวที่ไม่เคยทำบาป ใช่ไหมครับ/ค่ะ
Jesus Christ is the only one that has never sinned, right?
A. พระเยซูคริสต์เป็นองค์เดียวที่ไม่เคยทำบาปครับ/ค่ะ
Jesus Christ is the only one that has never sinned.

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about Christ's Atonement

Scenario

You and your companion are teaching พี่ธง who is a devout Buddhist. As you were teaching about baptism, he tells you that he doesn't believe that we can be cleansed from our sins. The only way to overcome sin is to do enough good that it outweighs the bad.

Practice: In your companionship, have one missionary take the role of พี่ธง and the other of the missionary. Teach พี่ธง about the Atonement and help him gain a testimony of Jesus Christ by testifying that you know that the things you have taught are true. Use other grammar principles and vocabulary that you have learned to help you in this scenario. When you are done, switch roles and do it again.

Additional Scenario(s)

You and your companion have been teaching พี่เล็ก for a couple of weeks now. พี่เล็ก has gone to other Christian churches where they have taught that it is through grace that we are saved and that as long as we accept Christ in our lives, we will receive salvation. In today's lesson, you decided to read 2 Nephi 31 together and teach พี่เล็ก that it is through our actions and following Christ's example, in addition to grace, that we are saved.

Practice: With your companion, have one missionary take the role of พี่เล็ก and the other of the missionary. Read together a couple of scriptures out of 2 Nephi 31 and help พี่เล็ก understand the importance of Christ's Atonement and baptism. Once you are finished, switch roles and do it again.

Only (Quantifying)

Subject	Verb Phrase		Number	Classifier	"only"		
เรา	รับบัพติศมา	แค่	หนึ่ง	ครั้ง	เท่านั้น		ครับ/ค่ะ
we	*are baptized*	*just*	*one*	*time*	*only*		*(polite word)*
เรา	รับบัพติศมา	แค่	หนึ่ง	ครั้ง	เท่านั้น	(หรือ)	ครับ/ค่ะ
we	*are baptized*	*just*	*one*	*(classifier for)*	*only*	*(really?)*	*(polite word)*
พระผู้เป็นเจ้าทรง	ฟื้นคืนชีวิต	แต่	สอง	*time*			
God	*are resurrected*	*but*	*two*	ข้อ			
	เกิดมา		สาม	*(classifier for)*			
	are born		*three*	*verse*			
	เสียชีวิต		สี่	แผน			
	die		*four*	*(classifier for)*			
	อยู่บนโลก		กี่	*plan*			
	are on the earth		*how many*	ทาง			
	สร้างแผน			*(classifier for)*			
	created plan			*way*			
	มีทางกลับไปสวรรค์						
	have way to return to heaven						
	อยากอ่านพระคัมภีร์						
	want to read scripture						

Q. เราอยู่บนโลกแค่หนึ่งครั้งเท่านั้นหรือครับ/ค่ะ
We are on the earth just one time only?
A. เราอยู่บนโลกแค่หนึ่งครั้งเท่านั้นครับ/ค่ะ
We are on the earth just one time only.

Function: Asking about and describing actions and events
Context: Teaching about The Plan of Salvation

Scenario

พี่หน่อย is struggling to understand the Plan of Salvation. Because of her Buddhist background, she believes in reincarnation and that the only way to overcome sin is to do more good than bad. Teach พี่หน่อย the Plan of Salvation and help her gain a testimony of the plan that God has created for us.

Practice: With your companion, have one missionary take the role of พี่หน่อย and the other of the missionary. Teach พี่หน่อย about the Plan of Salvation by using this grammar principle and other grammar principles that may help you with this practice. When you are finished, switch roles and do it again.

Additional Scenario(s)

You and your companion have been asked to teach the Plan of Salvation in the investigator classroom at church on Sunday. Use this grammar principle and any other grammar principle that will help you teach the Plan of Salvation. As you are teaching, focus on the needs of the investigator and apply the lesson to them.

Practice: Have one missionary take the role of the classroom and have the other be the missionary. Practice teaching the Plan of Salvation by using this grammar principle. When you are finished, switch roles and do it again.

In Order To (ที่จะ/เพื่อ)

Subject		Verb Phrase	"in order to"	Verb Phrase		
เรา		สวดอ้อนวอน	ที่จะ	ติดต่อกับพระองค์		ครับ/ค่ะ
We		*pray*	*in order to*	*communicate with Him*		*(polite word)*
เรา	(ไม่)	สวดอ้อนวอน	ที่จะ	ติดต่อกับพระองค์	(ไหม)	ครับ/ค่ะ
We	*(don't)*	*pray*	*in order to*	*communicate with Him*	*(yes/no?)*	*(polite word)*
ผม		ไปโบสถ์	เพื่อ	รู้ด้วยตนเอง		
I (m)		*go to church*	*in order to*	*know for yourself*		
ซิสเตอร์		อ่านพระคัมภีร์		แสวงหาการนำทาง		
I (f)		*read scriptures*		*seek guidance*		
คุณ		รักษาพระบัญญัติ		แสดงความรัก		
You (same age)		*keep the commandments*		*show love*		
พี่		ศึกษาพระกิตติคุณ		ต่อพันธสัญญา		
You (older)		*study the gospel*		*renew covenants*		
		กลับใจ		รู้สึกพระวิญญาณบริสุทธิ์		
		repent		*feel the Holy Ghost*		
		รับบัพติศมา		สะอาดจากบาป		
		be baptized		*be cleansed from sin*		
		พึ่งพาพระองค์		ทำไม		
		rely on God		*why?*		

Q. เราสวดอ้อนวอนทำไมครับ/ค่ะ
Why do we pray?
A. เราสวดอ้อนวอนเพื่อแสวงหาการนำทางครับ/ค่ะ

We pray in order to seek guidance.
A. เราไม่สวดอ้อนวอนที่จะต่อพันธสัญญาครับ/ค่ะ
We don't pray in order to renew our covenants.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Explaining why we keep the commandments

Scenario

พี่ตู is confused with the commandment of having to pray often. His understanding of prayer is that it is a tool that we use to receive answers to our doctrinal questions. Seeing that พี่ตู already has a testimony of this church, he doesn't know why he needs to continue to pray.

Practice: With your companion, have one missionary take the role of พี่ตู and the other of the missionary. Using this grammar principle, teach พี่ตู that prayer is used for more than just receiving answers to our questions. Teach him the many different things that we should pray about. When you are finished, switch roles and do it again.

Additional Scenario(s)

In your first lesson with พี่เอ, your goal is to challenge him to pray daily to start building a relationship with his Heavenly Father. Use this grammar principle to help explain to พี่เอ why we pray and what we pray for.

Practice: With your companion, have one missionary take the role of พี่เอ and the other of the missionary. After explaining why we pray and challenging him to pray daily, switch roles and do it again.

Forming Questions Using แล้วหรือยัง

Subject		Verb	Noun	"already or yet"	
พี่		เลิก	ดื่มชา	แล้วหรือยัง	ครับ/ค่ะ
You (older person)		*quit*	*drinking tea*	*already or yet?*	*(polite word)*
คุณ		เลิก	สูบบุหรี่	(แล้วหรือยัง)	ครับ/ค่ะ
You (same age)		*quit*	*smoking*	*(already or yet?)*	*(polite word)*
พี่	(ยังไม่ได้)		ดื่มเบียร์		
You (older person)	*(still have not)*		*drinking beer*		
พ่อ			ดื่มกาแฟ	(แล้ว)	
You (father's age)			*drinking coffee*	*(already)*	
แม่			ดื่มชา		
You (mother's age)			*drinking tea*		
ผม			ยาเสพติด		
I (m)			*drugs*		
ซิสเตอร์		สวดอ้อนวอน			
I (f)		*pray/prayed*			
เขา		อ่านพระคัมภีร์มอรมอน			
He/she		*read The Book of Mormon*			
		ไปโบสถ์			
		go/went to the church			

Q. คุณอ่านพระคัมภีร์มอรมอนแล้วหรือยังครับ/ค่ะ
Have you read the Book of Mormon yet?
A. ผมอ่านพระคัมภีร์มอรมอนแล้วครับ
I've already read the Book of Mormon.
A. ผมยังไม่ได้อ่านพระคัมภีร์มอรมอนครับ
I haven't read the Book of Mormon yet.

Function: Asking about and describing actions and events
Context: Following up on commitments

Scenario

You and your companion have been teaching an investigator named หนึ่ง for a couple of weeks now and he has a strong desire to be baptized. The only thing that is keeping him from being baptized is an addiction he has. In the last lesson, you taught him about keeping the Word of Wisdom and the blessings it brings us. During the lesson, he shared a concern about keeping the Word of Wisdom and so you committed him to quit his addictions. He said he would try.

Practice: With your companion, have one missionary take the role of หนึ่ง and the other of the missionary. Practice following up with หนึ่ง on his commitment to keep the Word of Wisdom. If he says he is keeping the Word of Wisdom, share your excitement with him! If he is still struggling with it, encourage him to trust God and keep trying. After you are finished, switch roles and do it again.

Additional Scenario(s)

หนึ่ง was doing so well with the Word of Wisdom for a couple of weeks, but today he informed you that he has had a relapse and is back to his old habits. It turns out that he hasn't been consistently reading, praying, or attending church either.

Practice: With your companion, have one missionary take the role of หนึ่ง and the other of the missionary. Help หนึ่ง understand that relapses sometimes happen, but that he can still overcome his addiction with help from the Lord. Teach หนึ่ง about the power that comes from scripture study, prayer, and church attendance, and help him understand the need of that power in overcoming his addiction. Commit him to live the Word of Wisdom again.

Self (เอง)

Subject	Helping Verb	Verb Phrase		"self"		
พี่	ต้อง	สวดอ้อนวอน	ด้วย	ตนเอง		ครับ/ค่ะ
You	*need*	*to pray*	*for*	*yourself*		*(polite word)*
เรา	(ต้อง)	ศึกษาพระคัมภีร์		เอง	(ไหม)	ครับ/ค่ะ
we	*(need)*	*to study the scriptures*		*by oneself*	*(yes/no?)*	*(polite word)*
พี่	(จะ)	สวดอ้อนวอน		ตนเอง	(อย่างไร)	
You (older)	*(will)*	*to pray*	ด้วย	*oneself*	*(how?)*	
ผม	(ควร)	ถามพระผู้เป็นเจ้า	*for*	ตัวเอง		
I (m)	*(should)*	*to ask God*		*oneself*		
ซิสเตอร์		เรียน				
I (f)		*to learn*				
ฉัน		หาคำตอบ				
I (m/f)		*to find an answer*				
		รู้ว่าสิ่งเหล่านี้เป็นความจริง				
		know that these things are true				
	เอง ก็	รู้ว่าสิ่งเหล่านี้เป็นความจริง				
	myself	*know that these things are true*				
		รู้ว่าพระผู้เป็นเจ้าทรงรักเรา				
		know that God loves us				
		จะสวดอ้อนวอน				
		will pray				

Q. พี่จะถามพระผู้เป็นเจ้าด้วยตนเองไหมครับ/ค่ะ

Will you ask God for yourself?

A. ผม/ฉันจะถามพระผู้เป็นเจ้าด้วยตนเองครับ/ค่ะ

I will ask God for myself.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: How to know the Gospel is true for yourself

Scenario

พี่วุด is really interested in the doctrine that you have been teaching him but he doesn't know that it is true. He likes learning about what Christians believe, but is still trying to figure out how it can influence his life.

Practice: With this grammar principle, teach พี่วุด how he can gain a testimony of the doctrine for himself. Challenge him to read and to pray to know that these things are true. Once you have extended your commitment, testify how you came to know for yourself that the Doctrine of Christ is true. When you are finished, switch roles and do it again.

Additional Scenario(s)

You have just been transferred to a new ward and on Sunday, the Bishop has asked you to get up in Sacrament Meeting and introduce yourself to the congregation. Give a simple introduction of who you are and then testify of how you have gained your testimony of Jesus Christ and the Gospel.

Practice: Have one missionary take the role of the congregation and the other of the missionary. With your companion, practice introducing yourself and baring your testimony. When you are finished, switch roles and do it again.

Too Much, Too Little (เกินไป)

Subject		Verb Phrase	Adverb	"too"		
ผม		สูบบุหรี่	เยอะ	เกินไป		ครับ/ค่ะ
I (m)		*smoke*	*a lot*	*too*		*(polite word)*
ผม	(ไม่)	สูบบุหรี่	มาก	เกินไป	(ไหม)	ครับ/ค่ะ
I (m)	*(don't)*	*smoke*	*much*	*too*	*(yes/no?)*	*(polite word)*
ซิสเตอร์		เลิกสูบบุหรี่	น้อย			
I (f)		*quit smoking*	*little*			
พี่		กินเนื้อ	เยอะ			
You (older)		*eat meat*	*a lot*			
พ่อ		กินผลไม้	บ่อย			
You (father's age)		*eat fruit*	*often*			
แม่		กินผัก	ยาก			
You (mother's age)		*eat vegetable*	*hard*			
		ดื่มเหล้า	ง่าย			
		drink alcohol	*easy*			
		เลิกดื่มกาแฟ				
		quit drinking coffee				
		ลืม				
		forget				
		รักษาพระบัญญัติ				
		keep the commandments				

Q. พี่กินผลไม้ไหมครับ/ค่ะ
Do you eat fruit?
A. ผมกินผลไม้น้อยเกินไปครับ
I eat fruit too little.

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Teaching th Word of Wisdom

Scenario

Today you are teaching พ่อประกาศ the Word of Wisdom. พ่อประกาศ doesn't have very good health because all he eats and drinks everyday is ขาวต้ม and coffee. Teach พอประกาศ that part of keeping the Word of Wisdom is to not only to avoid harmful substances, but to eat healthy foods as well.

Practice: With your companion, have one missionary take the role of พอประกาศ and the other of the missionary. Ask พอประกาศ questions about his eating habits and teach him of the blessings he will receive by keeping the Word of Wisdom. When you are finished, switch roles and do it again.

Additional Scenario(s)

แม่นก struggles to keep the Word of Wisdom because she has smoked her whole life. She has tried quitting in the past but she feels that she can't do it because it is too hard. She has tried to get help but she has come to the conclusion that it is easier to accept that she will never be able to quit smoking.

Practice: With your companion, have one missionary take the role of แมนก, and the other of the missionary. Ask แมนก what she has done to try to quit smoking and teach her about the love of God and the power of prayer. Teach her that through the Atonement of Jesus Christ, we can overcome any trial that we face. When you are finished, switch roles and do it again.

To Leave (ไว้)

Subject	Verb	Noun	"to leave"		
เราอยาก	ให้	เอกสาร	ไว้		ครับ/ค่ะ
We want	*to give*	*pamphlet*	*to leave*		*(polite word)*
ขอให้พี่	เก็บ	พระคัมภีร์	ไว้	(ได้ไหม)	ครับ/ค่ะ
Request for you	*to keep*	*scripture*	*to leave*	*(can yes/no?)*	*(polite word)*
เราอยาก	จำ	เอกสาร	*(at a certain*	(ไหม)	
We want	*to remember*	*pamphlet*	*location)*	*(yes/no?)*	
พี่จะ	แขวน	คำมั่นสัญญา			
You will	*to hang*	*commitment*			
	เขียน	รูปของพระคริสต์			
	to write	*picture of Christ*			
	ทิ้ง	ความรู้สึก			
	to throw away	*feelings*			
	เปิด	บาป			
	to open	*sins*			
	ให้	คำถาม			
	to give	*questions*			
	ฝาก	สิ่งที่ชอบ			
	to leave	*things that you like*			
	วาง				
	to place				

Q. พี่จะเขียนคำมั่นสัญญาไว้ไหมครับ/ค่ะ
Will you write the commitment down?
A. ผมจะเขียนคำมั่นสัญญาไว้ครับ
I will write the commitment down.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Leaving commitments behind

Scenario

After you have finished teaching พี่กบ the first lesson, extend your commitment and leave something behind for him to do. Teach พี่กบ the importance of keeping these commitments and teach him of the blessings he will receive by doing so.

Practice: With your companion, have one missionary take the role of พี่กบ and the other of the missionary. Use this grammar principle to help extend your commitment and practice teaching the importance of keeping that commitment. Finish by promising him blessings. When you are finished, switch roles and do it again.

Additional Scenario(s)

Every lesson you teach พี่ดม, he willingly accepts the commitments you extend him but he continues to have a hard time remembering them when you are gone. Today in your lesson, you and your companion decide to take a new approach to help him remember. You decide to ask พี่ดม to write down the commitment so he will have a reminder to help him.

Practice: With your companion, have one missionary take the role of พี่ดม and the other of the missionary. Ask พี่ดม to write down the commitment to help him remember to do it. When you are finished, switch roles and do it again.

Vowel Sounds

Script	Romanized	English
อา	aa	*father*
เอ	ee	*ape*
แอ	ɛɛ	*apple*
ออ	ɔɔ	*claw*
อี	ii	*tree*
อู	uu	*food*
อึ	xx	*(Elder Perry's smile)*
เออ	əə	*duh*
โอ	oo	*go*

Abstract Consonant Sounds

Script	Romanized	English
ก	k	*g*
ข, ค, ฆ	kh	*k*
ง	ŋ	*ng*
จ	c	*j*
ฐ, ถ, ท, ธ	th	*t*
ฏ, ต	t	*hard D*
ป	p	*hard B*
พ, ผ, ภ	ph	*p*

Tones

No Tone	ˋ	ˆ	ˊ	ˇ
maa	màa	mâa	máa	măa
kaa	kàa	kâa	káa	kăa
faa	fàa	fâa	fáa	făa

Question Words	Words used when not a question
อะไร (aray) - *what?*	สิ่งที่ (sìŋ thîi) - *thing that/what*
อย่างไร (yàaŋray) - *how?*	วิธี (wíthii) - *method/way/how*
ที่ไหน (thîi năy) - *where?*	ที่ (thîi) - *where*
เมื่อไร (mx̂aray) - *when?*	เมื่อ (mx̂a) - *when*
ใคร (khray) - *who?*	คนที่ (khon thîi) - *person that/who*
ทำไม (thammay) - *why?*	เหตุผล (hèedphŏn) - *reason/why*
ใช่ไหม (chây máy) - *right?*	ใช่ (chây) - *right*
เท่าไร (thâwray) - *how much?*	
ไหม (máy) - *yes/no?*	
หรือ (rx̌x) - *really?*	
หรือเปล่า (rx̌x plàw) - *or not?*	

สี่			ร้อย				เจ็ด		สิบ		เอ็ด		
sìi			**rɔ́ɔy**				**cèd**		**sìb**		**èd**		
four			*hundred*				*seventy*				*one*		
หนึ่ง	หก		ร้อย		ยี่	หก		สิบ			หนึ่ง	ห้า	
nx̀ŋ	**hòk**	+	**rɔ́ɔy**	+	**yîi**	**hòk**	+	**sìb**	+		**nx̀ŋ**	**hâa**	
one	*six*		*hundred*		*twenty*	*sixty*		*ten*			*one*	*five*	
สอง	เจ็ด				สาม	เจ็ด					*เอ็ด	หก	
sɔ̌ɔŋ	**cèd**				**săam**	**cèd**					**èd**	**hòk**	
two	*seven*				*thirty*	*seventy*					*one*	*six*	
สาม	แปด				สี่	แปด					สอง	เจ็ด	
săam	**pɛ̀ɛd**				**sìi**	**pɛ̀ɛd**					**sɔ̌ɔŋ**	**cèd**	
three	*eight*				*forty*	*eighty*					*two*	*seven*	
สี่	เก้า				ห้า	เก้า					สาม	แปด	
sìi	**kâw**				**hâa**	**kâw**					**săam**	**pɛ̀ɛd**	
four	*nine*				*fifty*	*ninty*					*three*	*eight*	
ห้า											สี่	เก้า	
hâa											**sìi**	**kâw**	
five											*four*	*nine*	

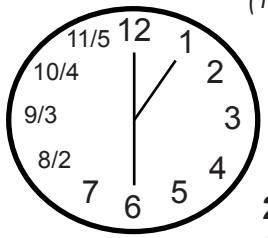
***Note:** □□□□ *can only be used with double digit numbers.*

Midnight	**thîaŋkhxxn**	Noon	**thîaŋ**
1 a.m.	**tii nx̀ŋ**	1 p.m.	**bàay mooŋ**
2 a.m.	**tii sɔ̌ɔŋ**	2 p.m.	**bàay sɔ̌ɔŋ mooŋ**
3 a.m.	**tii săam**	3 p.m.	**bàay săam mooŋ**
4 a.m.	**tii sìi**	4 p.m.	**sìi mooŋ yen**
5 a.m.	**tii hâa**	5 p.m.	**hâa mooŋ yen**
6 a.m.	**hòk mooŋ cháaw**	6 p.m.	**hòk mooŋ yen**
7 a.m.	**cèd mooŋ cháaw**	7 p.m.	**nx̀ŋ thûm**
8 a.m.	**pɛ̀ɛd mooŋ cháaw**	8 p.m.	**sɔ̌ɔŋ thûm**
9 a.m.	**kâw mooŋ cháaw**	9 p.m.	**săam thûm**
10 a.m.	**sìb mooŋ cháaw**	10 p.m.	**sìi thûm**
11 a.m.	**sìb èd mooŋ cháaw**	11 p.m.	**hâa thûm**

A.M. (Morning)

1. thîaŋkhxxn *midnight*
(12:00 a.m. - 12:59 a.m.)

3. cháaw
late morning
(6:00 a.m. - 11:59 a.m.)

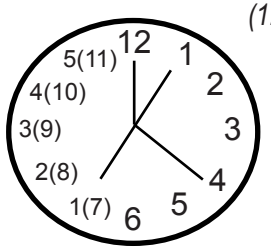


2. tii *early morning*
(1:00 a.m. - 5:59 a.m.)

P.M. (Afternoon/Evening)

4. thîaŋ *noon*
(12:00 p.m. - 12:59 p.m.)

7. thûm *late night*
(7:00 p.m. - 11:59 p.m.)



5. bàay *afternoon*
(1:00 p.m. - 3:59 p.m.)

6. yen *early evening*
(4:00 p.m. - 6:59 p.m.)

Patterns for Telling Time

1. **thîaŋkhxxn #(of minutes) naathii**

2. **tii #(of hours) #(of minutes) naathii**

3. **#(of hours) mooŋ cháaw**
   or
   #(of hours) mooŋ #(of minutes) naathii tɔɔn cháaw

4. **thîaŋ #(of minutes) naathii**

5. **baay #(of hours) mooŋ #(of minutes) naathii**

6. **#(of hours) mooŋ yen**
   or
   #(of hours) mooŋ #(of minutes) naathii tɔɔn yen

7. **#(of hours) thûm #(of minutes) naathii**

Changing Verbs & Adjectives into Nouns

	Kaan *Turns a verb into a noun (a gerund)– Translates as "the act of [verb]ing"*	**Kham** *Turns a verb into a noun that you speak or write*	**Khwaam** *Turns adjectives and verbs into nouns that express a concept*
rág *to love*	**kaanrág** *loving*	**-----**	**khwaamrág** *love*
rúu *to know*	**kaanrúu** *knowing*	**-----**	**khwaamrúu** *knowledge*
khíd *to think*	**kaankhíd** *thinking*	**-----**	**khwaamkhíd** *thought/idea*
sɔ̌ɔn *to teach*	**kaansɔ̌ɔn** *teaching*	**khamsɔ̌ɔn** *teachings*	**-----**
phûud *to speak*	**kaanphûud** *speaking*	**khamphûud** *speech*	**-----**
thăam *to ask*	**kaanthăam** *asking*	**khamthăam** *a question*	**-----**
tɔ̀ɔb *to answer*	**kaantɔ̀ɔb** *answering*	**khamtɔ̀ɔb** *an answer*	**-----**
sùadɔ̂ɔnwɔɔn *to pray*	**kaansùadɔ̂ɔnwɔɔn** *praying/prayer*	**khamsùadɔ̂ɔnwɔɔn** *a prayer*	**-----**
kin *to eat*	**kaankin** *eating*	**-----**	**-----**

Kaan
Turns a verb into a noun (a gerund)– Translates as "the act of [verb]ing"

Kham
Turns a verb into a noun that you speak or write

Khwaam
Turns adjectives and verbs into nouns that express a concept

sùadɔ̂nwɔɔn-----kaansùadɔ̂nwɔɔn
to pray *prayer*
phûud----------kaanphûud
to speak *speaking*
kin----------kaankin
to eat *eating*

sɔ̌ɔn--------khamsɔ̌ɔn
to teach *teachings*
thăam------khamthăam
to ask *a question*
tɔ̀ɔb---------khamtɔ̀ɔb
to answer *an answer*

sŭuŋ------khwaamsŭuŋ
tall *height*
rág--------khwaamrág
to love *love*
khíd-------khwaamkhíd
to think *thought*

Practice: *Fill in the blank with the proper prefix and word in Thai.*

rian
to learn
_____ *(learning)*

plɛɛ
to translate
_____ *(the translation)*

rɔ̂ɔd
to save
_____ *(salvation)*

yxxnyan
to testify
_____ *(testifying)*

sx̂sàd
honest
_____ *(honesty)*

tìdtɔ̀ɔ
to communitcate
_____ *(communicating)*

nɛ́?nam
to advise
_____ *(advice)*

rúu
to know
_____ *(knowledge)*

ciŋ
true
_____ *(truth)*

phûud
to speak
_____ *(speech)*

rágsăa
to keep
_____ *(keeping)*

chx̂afaŋ
to obey
_____ *(obedience)*

rúusx̀g
to feel
_____ *(feeling)*

wáywaaŋcay
to trust
_____ *(trust)*

chx̂a
to believe
_____ *(belief)*

klàbcay
to repent
_____ *(repentance)*

thamtaam
to follow
_____ *(following)*

taay
to die
_____ *(death)*

fx́xnfuu
to restore
_____ *(restoration)*

phayaakɔɔn
to prophecy
_____ *(prophesy)*

namthaaŋ
to guide
_____ *(guidance)*

น่า/ขี้ - Vocabulary Builder

Place น่า or ขี้ before a verb or a noun to make new verb variations.

น่า - Changes verbs to have such meanings as "leading to, inducing to, compelled to, or causes to." It can also sometimes be translated as -able or -ing.

ขี้ - Changes verbs to have such meanings as "prone to be, characterized by, or given to".

	น่า		ขี้
กลัว	น่ากลัว	กลัว	ขี้กลัว
to be scared	*to be scary*	*to be scared*	*to be a scaredy-cat*
รัก	น่ารัก	เล่น	ขี้เล่น
to love	*to be loveable/cute*	*to play*	*to be playful*
เชื่อ	น่าเชื่อ	บ่น	ขี้บ่น
to believe	*to be believable*	*to complain*	*to be a complainer*
ตื่นเต้น	น่าตื่นเต้น	โกหก	ขี้โกหก
to be excited	*to be exciting*	*to lie*	*to be a liar*
สนใจ	น่าสนใจ	ร้อน	ขี้ร้อน
to be interested	*to be interesting*	*to be hot*	*prone to being hot*
กิน	น่ากิน	หนาว	ขี้หนาว
to eat	*to be appetizing*	*to be cold*	*prone to being cold*
สงสาย	น่าสงสาย	อาย	ขี้อาย
to wonder	*to be suspicious*	*to be shy*	*to be bashful*
เบื่อ	น่าเบื่อ	ลืม	ขี้ลืม
to be bored	*to be boring*	*to forget*	*to be forgetful*

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

Missionary Training Center